DOCUMENT RESUME

ED 399 864 HE 029 499

AUTHOR Aldrich-Langen, Caroline
TITLE The Educational System of Australia. An Update of the 1983 World Education Series Volume. A Special Report.
INSTITUTION American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
PUB DATE 90
NOTE 94p.
AVAILABLE FROM AACRAO Distribution Center, P.O. Box 231, Annapolis Junction, MD 20701 ($12).
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Achievement; *Academic Standards; *Admission Criteria; Business Education; Change Agents; *Change Strategies; College Admission; Foreign Countries; Guides; Higher Education; Interviews; *Liberal Arts; Professional Associations; *School Administration; Science Education; Secondary Education; Social Sciences; Standards; Testing; *Vocational Education
IDENTIFIERS *Australia

ABSTRACT

This report summarizes what occurred in Australian education from 1983-89. This compilation of updated information is designed for use by U.S. college admissions officers who review Australian credentials at both the secondary and tertiary levels. Findings are based on letters, interviews, bulletins, handbooks, and actual credentials. At the secondary level, the trend is to depend less on external examinations at the end of Years 10 and 12, and more on school results and continuing standardization of grading across subject areas. A proposal to introduce a course to lead to the Diploma of Tertiary Studies, presented in 1988, is expected to attract Year 12 and higher education school leavers interested in a general course with a vocational component. This course, consisting of 2 years of coursework and 1 year of work experience, aims to provide a broadly based education in science and technology, business and vocational studies, or social science and humanities. Sample educational certificates at the secondary and tertiary level from various Australian states and territories are included. A list of additions and corrections to the list of Australian professional boards and associations appearing in the 1983 volume is attached. (CK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

The Educational System of Australia

An Update of the 1983 World Education Series Volume

ED 399 864

A Special Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
AACRAO
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

by

Caroline Aldrich-Langen
Associate Director
Office of Admissions and Records
California State University, Chico

1990

BEST COPY AVAILABLE

HE029 499

American Association of Collegiate Registrars and Admissions Officers

One Dupont Circle, NW, Suite 330, Washington, DC 20036-1171

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

The American Association of Collegiate Registrars and Admissions Officers, founded in 1910, is a professional education association, voluntary and non-profit, of cooperating postsecondary institutions. Its general purpose is to promote the advancement of education, and the professional enhancement of personnel and administrative functions in admissions, financial aid, institutional research, records, registration and closely related areas among institutions of higher education.

Copyright © 1990 American Association of Collegiate Registrars and Admissions Officers

All rights reserved. Reproduction by any means of the entire content or any portions of this publication without prior written permission is prohibited.

Additional copies may be ordered from AACRAO Distribution Center, PO Box 231, Annapolis, Junction, MD 20701 at $12 each plus shipping and handling. Prices are subject to change. For additional international titles, contact AACRAO Distribution Center, at the above address.

Contents

Introduction 1

Secondary Education 1-59

Visual Diagrams for Each State/Territory 3-6

Australian Capital Territory 7-11

New South Wales 12-18

Northern Territory 19-23

Queensland 24-29

South Australia 30-41

Tasmania 42-43

Victoria 44-51

Western Australia 52-58

Technical and Further Education/TAFE 59

Tertiary Education in Australia 61-71

Tertiary Documents 67-71

Updated Institutional Listings 72-81

Other Professional Preparation and Qualifications 82

Secondary Education by State/Territory

Australian Capital Territory
- Tertiary Entrance Statement 11
- Year 12 Certificate 11
- Secondary College Record 11

New South Wales
- School Certificate 17-18
- Higher School Certificate 17-18
- Record of Achievement 18

Northern Territory
- Junior Secondary Studies Certificate 23
- Senior Secondary Studies Certificate 23

Queensland
- Senior Certificate 28
- Tertiary Entrance Score Report 28
- Junior Certificate 29

South Australia
- Year 12, Certificate of Achievement 40-41
- Higher Education Entrance Scores 41

Victoria
- Victorian Certificate of Education 49
- VCE Statement of Results, A and B, 1987-1991 49
- VCE Statement of Results (TOP), 1987-1991 . . 50
- VCE Certification, Beginning 1992 51
- VCE Statement of Results for Old VCE with New VCE Subjects 51

Western Australia
- Certificate of Lower Secondary Studies 57-58
- Certificate of Secondary Education 58

Tertiary Education in Australia

- Bachelor of Science in Industrial Chemistry, University of New South Wales 67
- Transcript, Monash University 68
- Transcript, The University of Sydney 69
- Bachelor of Arts, Curtin University of Technology 70
- Diploma in Education, A and B Versions, The University of Adelaide 71

The Educational System of Australia: An Update of the 1983 World Education Series Volume

INTRODUCTION

In 1982 the author was in Australia to study the educational system and report the findings to the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Results of this research were published in 1983 as an AACRAO World Education Series/WES volume.

Since 1982, there have been dramatic changes in Australian education both at the secondary and tertiary levels. For example, at the secondary level in each state/territory, there has been at least one change regarding grading/certification practices; in some states, two or more. At the tertiary level, federal initiatives have encouraged amalgamations of schools to such an extent that uncooperative institutions will not receive funds. Therefore, there has been a significant shifting and realignment of postsecondary educational institutions in Australia. Another interesting development at the tertiary level has been the appearance of private educational establishments, a relatively uncommon phenomenon until the 1980s.

Because of all the changes which have occurred, updated information has been collected for U.S. admissions officers who review Australian credentials at both the secondary and tertiary levels. This monograph summarizes what has occurred in Australian education from 1983-1989. Findings are based on letters, interviews, bulletins, handbooks, and actual credentials, including those forwarded from admissions officers and evaluators throughout the United States. Specific acknowledgments of the Australians who helped are included as appropriate at the end of each section of the monograph. We greatly appreciate the willingness of these people to help.

The earlier volume—*A Study of the Educational System of Australia and a Guide to the Academic Placement of Students in Educational Institutions in the United States*—summarized information through June of 1982. One should not rely only on this update for an understanding of Australian credentials. It is really designed to be a companion piece for use in conjunction with the earlier WES volume and, therefore, will probably not be very useful for those who don't have a copy. Readers who need to order the earlier volume may do so by writing to: AACRAO, One Dupont Circle, NW, Suite 330, Washington, DC 20036. The cost is $8 for members; $12, nonmembers (plus $2.50 shipping and handling domestic; $5 for foreign). Readers who wish to access the 1983 volume via ERIC should use the following identification number: #ED249884.

SECONDARY EDUCATION

Increasingly, at the secondary level of education, the trend is to depend less on external examinations at the end of Years 10 and 12, and more on school results and continuing moderation of grading across subject areas. ("Moderation" is best understood as a standardization across a state's or territory's schools of teachers' practices and syllabuses so that the grades given by all schools for the same courses are comparable.) Schools are encouraged to use criterion-assessed grading and to rely more on competencies gained, rather than on teachers' expectations. (Recent implementation of external exams in the Northern Territory is the exception.) Assessment involves gathering information about student achievement in terms of educational objectives rather than using norm-referenced approaches. Students are not supposed to be subject to statistical transformations which may render the information valuable for some groups at the expense of others.

Previously, only school leavers at Year 12, and sometimes Year 10, were eligible to receive secondary "leaving certification." (Former Year 12 credentials were directed towards university entrance only.) However, in recent years there has been a definite trend in Australia to provide <u>all</u> secondary school leavers with some kind of statement/credential certifying the subjects and grades they have attained in Years 10, 11,

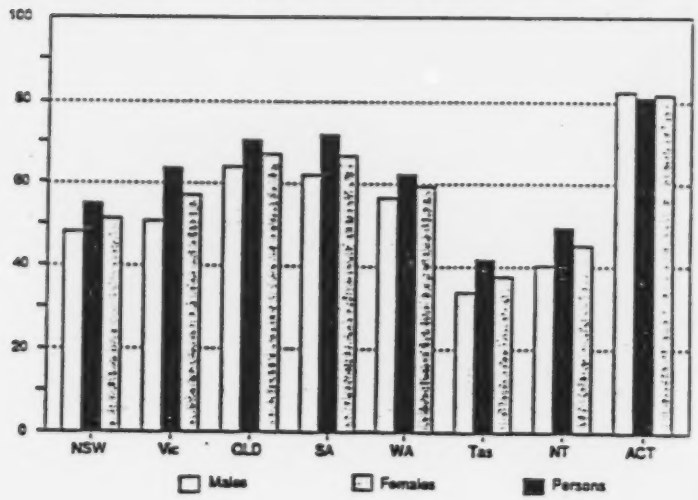
Apparent Retention Rates, Australian Schools Nationwide and By State

Table 1: Year 12 Apparent Retention Rates Adjusted for Migration, 1987

	Unadjusted %	Adjusted for Net Migration Effects %	Percentage Point Difference
NSW	47.1	46.8	-0.3
Vic	52.5	51.8	-0.7
QLD	62.5	61.0	-1.5
SA	60.2	60.0	-0.2
WA	54.4	53.3	-1.1
Tas	33.0	36.6	+3.6
NT	40.7	39.9	-0.8
ACT	79.0	76.7	-2.3
Aust	53.1	52.5	-0.6

Note: The adjustments have been computed using 1987 data; however, it is reasonable to assume that similar differences would apply to 1988 data.

Figure 2: Apparent Retention Rates to Year 12 by Gender
All States and Territories, 1988



Source: "Retention and participation in Australian schools 1988 Update." Department of Employment, Education and Training, Australian Government Publishing Service, Canberra, July 1989.

and 12, regardless of the specific year's level. In many states, there have been accelerated efforts to provide access to education for students with disabilities.

Academic Calendar at the Secondary Level

The school year begins at the end of January/early February and ends in mid-December. There are usually three terms each of 13-15 weeks. A number of states have moved to a 4-term year.

Retention Rates in Secondary Schools

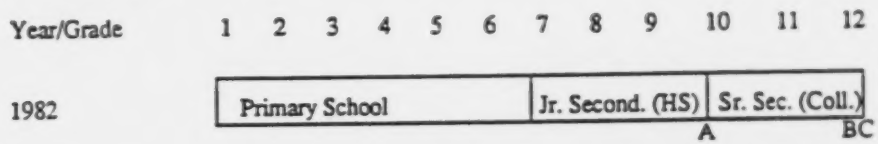
Apparent retention rates to Year 12 have increased substantially in the last 20 years—from 23% in 1967 to 58% in 1988. See the table and figures on p. 2.

Visual Diagrams: Primary and Secondary Educational Systems of Australia

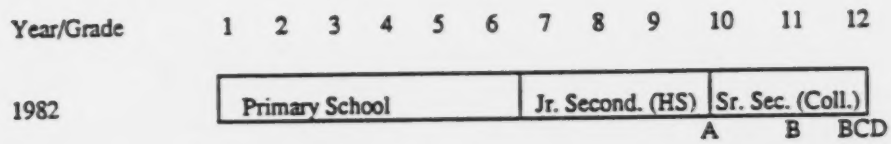
The primary/secondary systems of education of each state and territory in Australia, as they existed/exist in the years indicated, are represented in the linear diagrams below. The name of the agency which authorized the curriculum leading to each certificate listed, and which awarded that certificate, is given following the name of the certificate. The numbers and/or letters along the top of each diagram indicate the years or grade levels in the schools of that state.

---

1. Australian Capital Territory/ACT

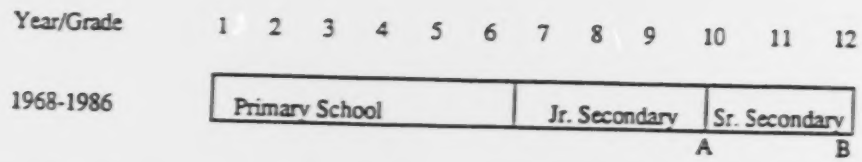


Certificate/Awarding Agency: A—Year 10 Cert/Issued by individual high schools; B—Secondary College Record/ACT Schools Authority; C—Supplementary Information for Tertiary Entrance (with Tertiary Entrance Score)/ACT Schools Authority. NOTE: Prior to 1974, primary and secondary education in the ACT was administered by the NSW Dept. of Educ. (see Linear Diagram 2).

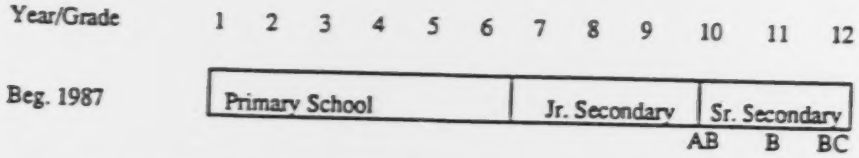


Certificate/Awarding Agency: A—Year 10 Cert/Issued by individual high schools; B—Secondary School Record/ACT Schools Authority; C—Year 12 Cert/ACT Schools Authority; D—Tertiary Entrance Statement/ ACT Schools Authority.

2. New South Wales

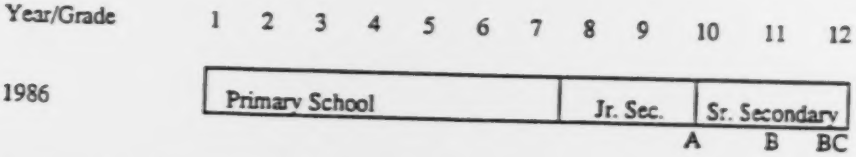


Certificate/Awarding Agency: A—School Cert./Secondary Schools Bd.; B—Higher School Cert./Bd. of Senior School Studies.



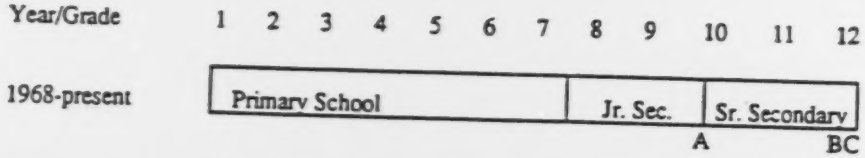
Certificate/Awarding Agency: A—School Cert./Bd. of Secondary Ed.; B—Record of Achievement/Bd. of Secondary Ed.; C—Higher School Cert./Bd. of Secondary Ed.

3. Northern Territory



Certificate/Awarding Agency: A—Junior Secondary Studies Cert.(JSSC)/NT Bd. of Studies*; B—Senior Secondary Studies Cert. (SSSC) (including single subject attainment)/NT Bd. of Studies*; C—Senior Secondary Studies Cert. (SSSC)/NT Bd. of Studies*, and Certificate of Achievement/Senior Secondary Assessment Bd. of S. Australia. (*Previously the NT Curriculum Advisory Committee.)

4. Queensland



Certificate/Awarding Agency: A—Junior Cert.; B—Senior Cert.; C—Tertiary Entrance Statement or score report/all issued by Bd. of Secondary School Studies. In 1989, B and C may be awarded by the Bd. of Senior Secondary School Studies. In this instance, it is unclear what board may award the Year 10 certificate. (In earlier years, the Junior Cert. was issued by the Bd. of Jr. Secondary School Studies, and the Senior Cert. by the Bd. of Sr. Secondary School Studies.)

5. South Australia

Year/Grade	1	2	3	4	5	6	7	8	9	10	11	12	
1984	Primary School						Secon. Sch.			F	F		FGH
1982	Primary School						Secon. Sch.						AB
1968	Primary School						Secon. Sch.						
										C	D		E

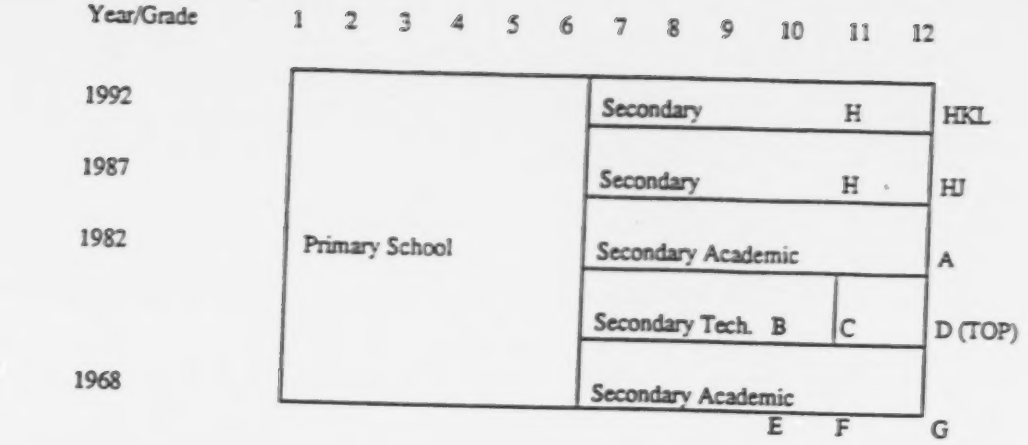
Certificate/Awarding Agency: A—Secondary School Cert./Education Dept. of SA; B—Matriculation Exam. Cert. or, beginning in 1980, the Statement of Results/Public Exams. Bd. (PEB) of SA; C—Intermediate Cert.; D—Leaving Cert./PEB; E—Matriculation Cert. (formerly Leaving Honours Exam)/PEB; F—School Leaver Statement/Issuing school; G—Year 12 Certificate of Achievement/ Senior Secondary Assessment Bd. of SA (SSABSA); H—Higher Ed. Entrance Scores report/SSABSA.

6. Tasmania

Year/Grade	1	2	3	4	5	6	7	8	9	10	11	12
							E	D	C	B	A	A
1982	Primary School						Jr. Sec. (H.S.)			Sr. Sec. (Coll)		
										A	(B)	B
1968 (and earlier)	Primary School						Jr. Sec. (H.S.)			Sr. Sec. (Coll)		
									C	D	(E)	E

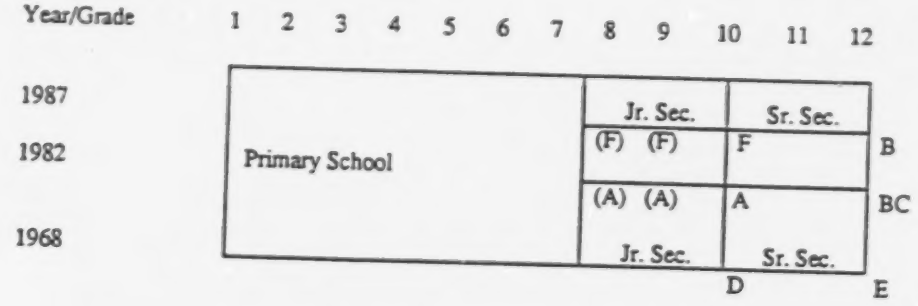
Certificate/Awarding Agency: A—School Cert./Schools Bd. of Tasmania; B—Higher School Cert. (some subject passes may be earned at end of Yr. 11)/Schools Bd. of Tas.; C—Secondary School Cert. (non-academic bias)/Issued by individual schools; also Intermediate Cert./University of Tasmania (through 1938)/State Dept. Educ. (1939-45); D—Schools Bd. Cert./Schools Bd. of Tas. (1946-1968); E—Matriculation Cert. (some subject passes could have been earned at end of lower Grade A)/Schools Bd. of Tasmania.

7. Victoria



Certificate/Awarding Agency: A—Higher School Cert./Victorian Institute of Secondary Educ. (VISE); B—Intermediate Technical Cert./Educ. Dept. of Vic.; C—Leaving Technical Cert./Educ. Dept. of Vic.; D—Tertiary Orientation Program (TOP) Cert. passes/accrediting CAE; E—School Intermediate Exam. Cert./Victorian Universities and Schools Exams. Bd. (VUSEB); F—School Leaving Cert./VUSEB; G—Matriculation Exam. Cert./VUSEB; H—Statement of Results (A and B)/Victorian Curric. and Assessment Bd. (VCAB); J—Victorian Certificate of Education: VCE (HSC), VCE (TOP), VCE (T12)/VCAB; K—VCE (two-year)/VCAB; L—Statement of Results Units at Semester 3 and 4 Level/VCAB.

8. Western Australia



Certificate/Awarding Agency: A—Achievement Cert./Bd. of Secondary Educ.(from 1986, Secondary Educ. Authority/SEA); B—Cert. of Secondary Education/Bd. of Secondary Educ.(from 1986, SEA. Includes Tertiary Entrance Score—TES); C—Tertiary Admissions Exam (TAE)/results issued in Joint Admissions Advice Letter by Tertiary Institutions Service Centre; D—Junior Cert./Univ. of W. Australia; E—Leaving (Matriculation) Certs./Univ. of W. Australia; F—Cert. of Lower Secondary Studies (CLSS)/SEA.

Secondary Education in the Australian Capital Territory/ACT

Beginning in 1986, there have been fairly significant changes to the term structure and in the certificates earned by senior secondary students. Reported in the 1983 volume was a proposal to change the structure of education in the Australian Capital Territory/ACT by creating three stages of education: kindergarten to Year 3; Year 4 through Year 9; Year 10 through Year 12. This proposal was not adopted; the structure of primary and secondary levels of education remain as outlined in the ACT diagram in the preceding pages.

There are three terms in the academic year. A four-term academic year was also introduced in 1988 and secondary schools—called "colleges"—may now offer term, semester, or trimester units. To put the units into a common frame of reference, unit values are now being expressed in "points" rather than as proportions of "standard units." What was formerly one standard unit, which occupied one trimester for 4 hours a week, will now be expressed as 4 points. A new term unit course, which occupies a quarter of the four-term school year, is worth 3 points, and a semester unit is worth 6 points. Students preparing for tertiary entrance must complete at least 120 points. It is expected that these changes in the unit structure will be reflected on most certificates issued beginning in 1989.

Program of Study in Years 11 and 12.

A "course" (e.g., English, mathematics, American history, human biology) is frequently studied over two years and consists of "units." "Units" are individual subjects that make up a course and that are taught within a term. ("The Civil War" would be an example of a unit in the American History course.) The length of a unit is determined by each secondary college—some offer term units, some offer semester units, and some offer trimester units. The important factor to know about points is that one point is the value given to an amount of work associated with approximately 11 hours of classtime. Regardless of the term configuration, the total time required for completion of courses remains virtually unchanged from the programs described in 1983. In order to be a "major course," a course must consist of at least 20 but less than 32 points (formerly 5-7 units).

For a "minor course," a course must consist of at least 12 but less than 20 points (formerly 3-4 units). A "major/minor course" must consist of at least 32 but less than 40 points (formerly 8 or 9 units). For purposes of tertiary entrance, a major/minor course is actually considered as one major plus one minor.

A "double major course" contains units accruing 40 points or more (formerly 10 or more units). For tertiary entrance purposes, a double major course is considered as two majors. All regular fulltime students must include five or six majors or minors over the two-year period.

Courses are identified as "T" (formerly, "Tertiary-Accredited"), "A" (formerly, "Accredited"), "R" (formerly "Registered"), or "E" courses, the last designed to provide knowledge and skills directly relevant to a particular area of employment. E courses may consist of combinations of E, A, and T units. These terms are described in the earlier publication, except for E courses, which were implemented in 1989. Where courses are listed on any Year 11/12 certificate, the "T," "A," "R" and "E" indicators are also included.

Mathematics Sequences. The syllabuses for mathematics study are still evolving and should be resolved in late 1989. In general terms, T Mathematics 1 is currently that level of study required for further tertiary study in mathematics. Some faculties at the Australian National University require a major/minor at Mathematics 1 level for entry to their first year courses. The current Mathematics 2 subject combines the former Mathematics sequences 3 and 4, and the current Mathematics 3 subject combines the former Mathematics sequences 5 and 6. As the policy is finalized regarding mathematics syllabuses, there may be further changes. (Former mathematics sequences are described in the 1983 volume.)

Year 12 Certificates

The ACT Schools Authority revised the documents issued to senior secondary students beginning in 1986. There are now three documents issued: the Tertiary Entrance Statement, the Year 12 Certificate, and the Secondary School Record. (Formerly, there were two documents issued: the Secondary College Record and the Supplementary Information for Tertiary Entrance.) Like their predecessors, the three new certificates are based on results in Years 11 and 12. They may be earned by students in all appropriate ACT schools (government secondary colleges or private secondary schools/colleges). Samples of the three certificates are included at the end of this ACT section.

The Tertiary Entrance Statement. Like the Supplementary Information for Tertiary Entrance, which it replaced, the Tertiary Entrance Statement is issued to students who qualify for university matriculation. It is intended for use by postsecondary institutions. When comparing the new with the former document, the following changes will be noticed:

- The statement regarding the student's admissions status at ACT tertiary institutions is no longer included at the beginning of the document.
- Instead of the course percentile scores and parenthetical scaled percentile scores previously used, a new version of scaled score is now computed and reported for each course. The new scaling procedure alters the college-generated course scores so that they have the same average and spread as the Australian Scholastic Aptitude Test (ASAT) scores of those students studying the course. The new scaling procedures used produce scaled course scores clustered around 150 (greater than 99% or less, as on the previous percentile scale). The scaling procedure does not alter the relative positions of the students in their courses.
- Subject percentile scores are no longer reported on the tertiary entrance report. They were an option previously available for any courses of different conceptual level in the same curriculum area, but were rarely used apart from mathematics. These scores allowed a comparison of students within the discipline, weighting the degree of difficulty of the course taken by each student within the discipline.
- While the scale is theoretically open-ended, most Tertiary Entrance Scores fall between 400 and 750, significantly higher than the Tertiary Entrance Scores formerly reported.
- The calculation of the Tertiary Entrance Score is the same—adding the three best scaled scores from major courses and 0.6 of the next best scaled score, major or minor. The user of the Tertiary Entrance Statement no longer has to figure out which courses were used to calculate the Tertiary Entrance Score as only the results used appear in the column "Weighted Scaled Scores".
- Percentile Rank by Year 12 Candidature (formerly "Rank Position by Year 12 Candidature") now indicates the percentage of students who have completed Year 12 and whose Tertiary Entrance Score exceeded that of the candidate. In the sample record provided, "TOP 35.00" means that 35% of the Tertiary Entrance Scores awarded exceeded the score obtained by this student. (In documents issued prior to 1986, the percentage of students with a lower score was reported.)
- Rank Position by Year 12 Age Cohort is no longer reported. (This information was formerly provided to assist interstate and overseas institutions when no table showing standardized ranking of students was available.)
- Until 1983, the student's score on the Australian Scholastic Aptitude Test/ASAT was reported on the Tertiary Entrance Statement.

Year 12 Certificate. This certificate, issued beginning in 1986 for all students who complete Year 12, reports studies undertaken at the secondary level and is intended primarily for use by employers. (Previously employers used a former version of the Secondary College Record described below.) The Year 12 Certificate indicates:

- The terms attended. Note that there may be minor changes in term structure reflected in the certificates which will appear beginning in 1989. For further information see the beginning of this section on secondary education in the ACT. A student must be enrolled for at least five terms to receive a Year 12 Certificate.

- The courses and points or units completed; whether they are T, A, R, or E; and whether they are major or minor. It is unclear whether points or units will be listed, probably the former. (Formerly, the weight of the unit was indicated. In most cases this was "1" (one unit). When the student took non-standard units, they were indicated by a decimal fraction of a standard unit [e.g., 0.25, 0.50, 0.75, 1.50, 1.66, 2.00].)

- The student's achievement is also indicated. Since definitions for the A through E grading scale were not provided in the 1983 volume, they are included below (see "Grading").

Secondary College Record. This certificate does not differ markedly from the former version. However, previously it was a completion statement for employers, serving the same purpose that the Year 12 Certificate serves now. Beginning in 1986, it is issued upon request of the student and indicates all units studied, including those in which the student is enrolled at the time the document is printed. As such, it may indicate partial completion of the two-year senior secondary program. It is useful for students who are seeking employment, leaving college, changing colleges, or moving interstate.

Because this record may be issued before final completion of senior secondary, information about courses is not reported (whether they are major, minor, and so forth). Therefore, it may not be possible to determine whether a group of units forms a coherent course. Nevertheless, the units are grouped by broad subject area, and whether they can be used to form T, A, R, or E courses is indicated. Points may also be indicated. (Formerly, standard and non-standard units were reported [see the discussion of non-standard units under "Year 12 Certificate"].)

Grades on the A-E scale are reported. The symbol "*" indicates that the unit was not completed at the time the document was prepared. The major difference between the current version and the earlier version of the Secondary School Record is that no longer are course and subject percentile scores reported, along with the letter grades.

Grading

All assessment in the ACT is school-based. Schools are encouraged to employ criterion-based assessment principles. Students' achievements are graded on a 5-point scale of A down to E:

A - Awarded for very high achievement in all aspects of the unit of study. Students earning this grade understand the most difficult ideas, demonstrate initiative, can identify and solve problems, and communicate clearly.

B - Awarded for achievement of a high level of understanding and for ability to apply the skills learned to a wide range of problems.

C - Awarded when most of the important ideas are understood and when most of the skills covered would allow the student to continue study in the area or do work requiring the skill.

D - Awarded for knowledge of the basic terminology of the area of study, for learning some of the skills and some of the important ideas.

E - Awarded when attendance requirements have been met and work assignments have been completed, but few of the skills have been mastered.

P - Satisfactory. Sometimes used in an R course.

U - Unsatisfactory. Sometimes used in an R course.

S - Status. Used to indicate that the content has been covered even though the college has not assessed the student in that unit (e.g., when a student has completed the work at another school.)

* - Indicates that the unit was not completed at the time the document was prepared.

Course scores are no longer reported anywhere on a percentile scale with the average and standard deviation.

Matriculation Requirements

To prepare for tertiary entrance (T.E.), students must complete a minimum of 120 points (formerly 30 units). Of the 120 required, 108 must be either A or T units (formerly 27 of the minimum 30 units). At least 4 majors/1 minor OR 3 majors/3 minors must comprise the tertiary preparation program, with at least 3 T majors and 1 T minor. The T units must accrue at least 72 points.

T.E. requirements for mature age entry students have been adjusted and can be met in either day or evening classes: *one-year program*—3 major or minor T courses; *two-year program*—3 T majors plus 1 T minor. Mature age entry students are identified on their Tertiary Entrance Statements and universities treat them as special cases.

Students who are *Year 12 repeaters* must complete, in the repeated year, A units accruing at least 60 points. At least 48 of these must be in T units which, when credit is given for previous studies, can be combined to make at least 3 T majors and 1 T minor.

All students wishing to qualify for tertiary entrance must also sit for the Australian Scholastic Aptitude Test/ASAT. The ASAT makes it possible to compare course scores from different colleges in the ACT and from different courses at the same college:

Test score:	Used to scale:
ASAT Verbal	Course score in English.
ASAT Math	Course scores in math, all science (except biology).
ASAT Total	Course scores in social science, biology, and humanities.

New information on this test is discussed under "Tertiary Education."

Sources

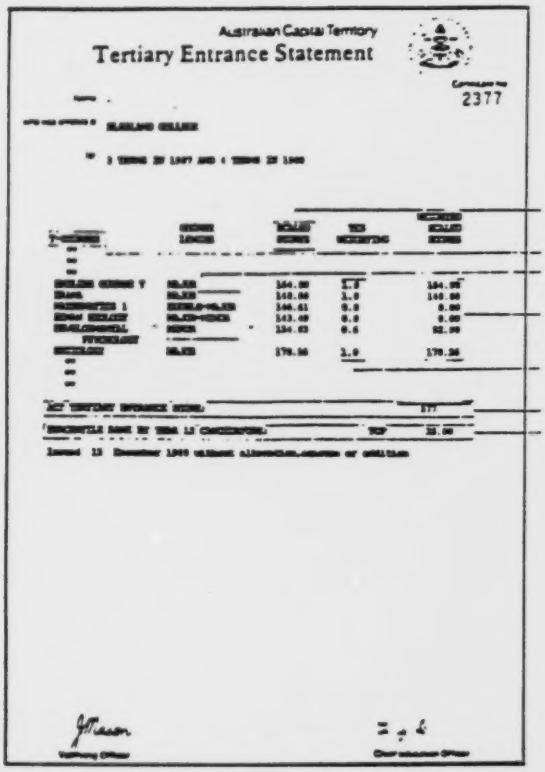
ACT Schools Authority booklets: *Forming a Tertiary Package, What's the Score?, Certification, What's ASAT?*

Cropley, Murray, *Changes in Certificates Across Australia*, Curriculum Concerns—Newsletter of ACSA. Volume 5, No. 1, March 1988.

Foster, Ian, Senior Project Officer, and Carol McKenny, ACT Schools Authority, PO Box 20, Civic Square, ACT 2608 [Letter].

McGaw, Barry and Hannan, Bill, *Certification in Upper Secondary Education*, Commonwealth Schools Commission, Canberra, Australia, 1985.

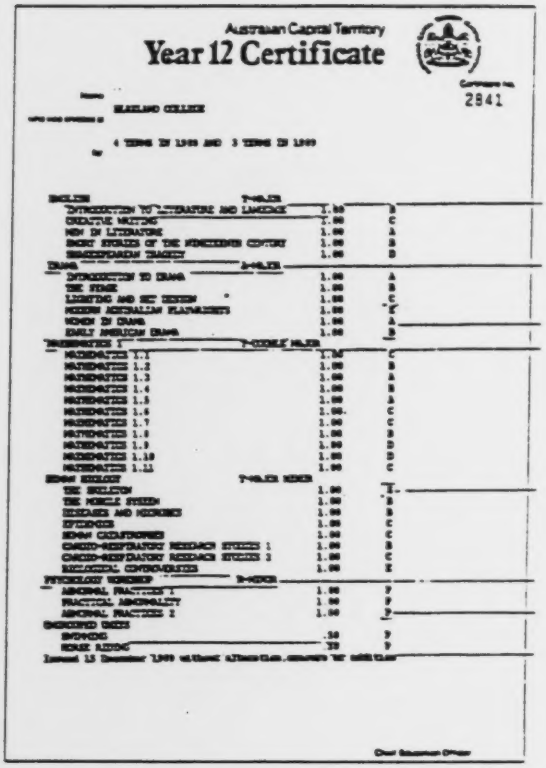
Retention and Participation in Australian Schools, Monograph Series No. 2, Australian Government Publishing Service, Canberra, July 1989.



Australian Capital Territory

Tertiary Entrance Statement

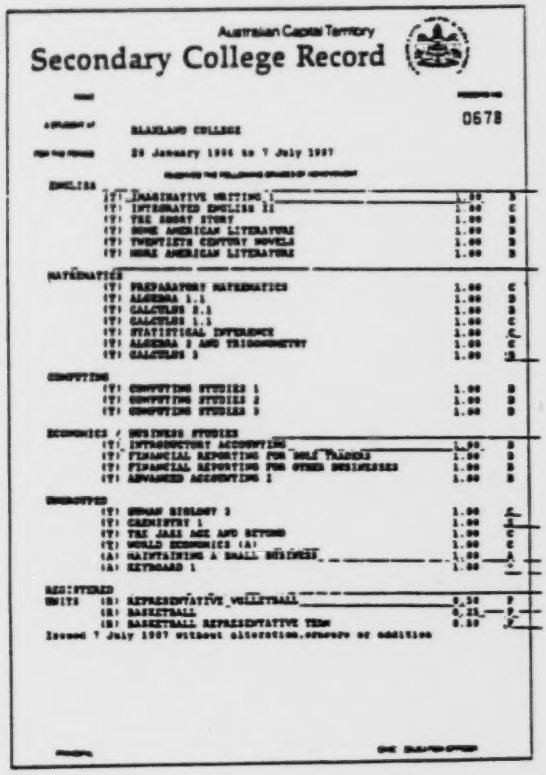
2377



Australian Capital Territory

Year 12 Certificate

2841



Australian Capital Territory

Secondary College Record

0678

BLAKELAND COLLEGE

20 January 1986 to 7 July 1987

ENGLISH

(T) IMAGINATIVE WRITING 1	1.00	B
(T) INTEGRATED ENGLISH 11	1.00	C
(T) THE SHORT STORY	1.00	B
(T) SOME AMERICAN LITERATURE	1.00	B
(T) TWENTIETH CENTURY NOVELS	1.00	B
(T) SOME AMERICAN LITERATURE	1.00	B

MATHEMATICS

(T) PREPARATORY MATHEMATICS	1.00	C
(T) ALGEBRA 1.1	1.00	B
(T) CALCULUS 2.1	1.00	B
(T) CALCULUS 1.1	1.00	C
(T) STATISTICAL INFERENCE	1.00	C
(T) ALGEBRA 2 AND TRIGONOMETRY	1.00	C
(T) CALCULUS 2	1.00	B

COMPUTING

(T) COMPUTING STUDIES 1	1.00	B
(T) COMPUTING STUDIES 2	1.00	B
(T) COMPUTING STUDIES 3	1.00	B

ECONOMICS / BUSINESS STUDIES

(T) INTRODUCTORY ACCOUNTING	1.00	B
(T) FINANCIAL REPORTING FOR SOLE TRADERS	1.00	B
(T) FINANCIAL REPORTING FOR OTHER BUSINESSES	1.00	B
(T) ADVANCED ACCOUNTING 1	1.00	B

UNGRADED

(T) HUMAN BIOLOGY 2	1.00	C
(T) CHEMISTRY 1	1.00	C
(T) THE JAZZ AGE AND BEYOND	1.00	C
(T) WORLD ECONOMICS (A)	1.00	C
(A) MAINTAINING A SMALL BUSINESS	1.00	A
(A) KEYBOARD 1	1.00	C

REGISTERED UNITS

(S) REPRESENTATIVE VOLLEYBALL	0.50	P
(S) BASKETBALL	0.25	P
(S) BASKETBALL REPRESENTATIVE TEAM	0.50	P

Issued 7 July 1987 without alterations erasures or additions

BEST COPY AVAILABLE

Secondary Education in New South Wales/NSW

Effective 1987, new legislation provided for the establishment of the Board of Secondary Education to replace both the Board of Senior School Studies (previously responsible for Years 11 and 12) and the Secondary Schools Board (responsible for Years 7-10). Address for the new board is: Box 460, PO, North Sydney, New South Wales 1059.

Proposal for a Certificate of Secondary Education/CSE. A proposal for this certificate, to replace the School Certificate and provide yearly leaving reports in Years 11 and 12, was being fully developed for implementation in 1988. A later change in New South Wales' government reversed the decision to implement the CSE, so the School Certificate remains the major junior secondary qualification awarded at the end of Year 10. However, a "Record of Achievement" has been implemented to provide school leavers with annual results.

Junior Secondary in NSW—Years 7-10

An approved pattern of studies for Years 7-10 must include the following: English, mathematics, and science studied throughout Years 7-10, for a minimum of 100 hours per year; a social studies course each year for a minimum of 100 hours per year; courses providing a minimum of 100 hours in each of craft, music, and art, and a minimum of 150 hours of physical education; and, two other courses during at least Years 9 and 10. A course studied for the equivalent of one semester has been studied for at least 50 hours but less than 100 hours. A course studied for the equivalent of the whole year has been studied for at least 100 hours but less than 200. Reference tests at the end of Year 10 are required in English and mathematics.

For a student to earn a School Certificate, the following program requirements must be satisfied: completion of the prescribed pattern of courses (preceding paragraph), satisfactory record of attendance, and a genuine attempt to complete the Reference Tests in English and math. Students not eligible to receive the School Certificate will receive a Record of Achievement.

Year 10 Certificates. At the end of Year 10, students are eligible to receive a Record of Achievement, listing Year 10 courses satisfactorily completed and grades earned in English and mathematics. Courses studied, but not satisfactorily completed, will not be reported on the Record of Achievement. (Courses completed prior to Year 10 will be shown on documents provided by the school.) If the student is eligible to receive the School Certificate, the Record of Achievement will so indicate. See sample documents at the end of this section on New South Wales.

Students who have met all the requirements for the School Certificate will also receive the official certificate, which does not list courses completed and grades. Therefore, the School Certificate is similar to a diploma showing completion of a level of education, but not the quality of the student's achievement.

Year 10 Grading. Grades are reported only on the Record of Achievement. Grading is standardized statewide in English and mathematics; it is slightly different from the practices described in the 1983 volume.

English:

Grade 1	Top 10%
Grade 2	Next 20%
Grade 3	Next 40%
Grade 4	Next 20%
Grade 5	Remaining 10%

Mathematics:

Grade	*Advanced*	*Intermediate*	*General*
A	Top 50%	Top 30%	Top 60%
B	Next 40%	Next 30%	Remaining 40%
C	Remaining 10%	Next 30%	—
D	—	Remaining 10%	—

Note: No attempt should be made to compare mathematics results between courses.

In all other subjects, the following indicators will be used:

S (or no entry) Satisfactorily completed.
N Not satisfactorily completed.
CI Course not completed. Student left school or discontinued course.
X Not satisfactorily completed: unsatisfactory attendance.
CT Not satisfactorily completed: student transfer necessitated a course change.

In May 1990, Australians reported at the annual meeting of the National Association for Foreign Student Affairs (NAFSA) that there may be another change in grading practices in New South Wales beginning in 1991.

Senior Secondary in NSW—Years 11, 12

Program of Study. Two-unit courses require 240 hours over Years 11 and 12, and are intended to provide preparation for study of the subject at the tertiary level, although some are terminal courses.

Three and 4-unit courses are university preparatory. Three-unit courses (which in Year 12 cover and go beyond the material of the 2-unit course in the same subject)—not including mathematics and science—require 120 hours in Year 11 and 180 hours in Year 12. In mathematics and science, the 3-unit courses require 180 hours in each of Years 11 and 12. Four-unit courses are available only in mathematics and science. Four-unit science courses require 240 hours in each of Years 11 and 12. Four-unit mathematics requires 180 hours in Year 11 and 240 hours in Year 12. The syllabuses for Years 11/12 mathematics subjects are as follows:

2-Unit Mathematics: Basic Knowledge and Skills and Their Applications (numeration and measurement, basic algebraic techniques, and hand calculators); Core Topics (elementary statistics, basic probability, and triangle trigonometry); Option Topics (personal finance, mathematics in construction, land and time measurement, mathematics of chance and gambling, computing, elementary coastal navigation, and space mathematics).

3-Unit Mathematics: built on 2-unit syllabus, and extended to include inequalities, harder problems in plane geometry and trigonometry, mathematical induction, parametric representation, integration, logarithmic and exponential functions, applications of calculus to the physical world, inverse functions, inverse trigonometric functions, polynomials, binomial theorem, and permutations/combinations/further probability.

4-Unit Mathematics: built on 3-unit syllabus and extended to include geometric applications of differentiation to rational functions, logarithmic and exponential functions, the circular functions, and simple combinations of such functions. Also includes complex numbers, algebra, further calculus, and elementary particle dynamics.

A 1-unit General Studies course taken in Years 11 and 12 requires 120 hours over the two years. A 1-unit General Studies course taken in Year 11 or Year 12 only, or a 1-unit joint school/TAFE course requires 60 units. 1-Unit courses are not externally examined and are not considered for university entrance.

Other Approved Studies/OAS are school devised courses which have been approved by the Board of Secondary Education. An increasing number of these courses are run in conjunction with the Department of Technical and Further Education/TAFE. Students completing such courses gain credit in both educational systems—secondary and TAFE. (TAFE courses sometimes "count" towards tertiary degree/diploma awards.)

Certificates and Grading

Since publication of the 1983 volume, there have been two significant revisions in certification and grading procedures in New South Wales. Information provided by the Board of Secondary Education summarizes the changes that have occurred from 1977-1989 in Higher School Certificate/HSC documentation. Other documentation, described in detail below, includes the Record of Achievement and the Result Notice. The HSC (for eligible students) or the Result Notice is now mailed to successful candidates in mid-January, as soon as results are available, together with the Year 12 Record of Achievement.

Higher School Certificate/HSC

- 1977-1985: A "single scaled mark" and a "percentile band" appeared on the HSC for each subject. The single mark was a scaled composite of the examination mark and an estimate provided by the school. An "aggregate mark," the sum of a candidate's best ten scaled course marks on a 1 unit basis rounded to the nearest whole number, was also provided, as was an "aggregate ranking" which indicated the candidate's standing relative to all other candidates. "Matriculation Information" displays the code for those universities in New South Wales and the Australian Capital Territory which the candidates' results entitle them to attend. A "Result Notice" was issued immediately after the exam results were scored. The actual HSC was not issued until six months later. (Correction to 1983 volume: It is not the Higher School Certificate/HSC that contains university and college selection information—the aggregate mark, aggregate ranking, codes of postsecondary institutions that students are eligible to attend. It is the Result Notice, the students' first notification of exam results. The HSC is issued six months later.)

- 1986: The Board of Senior School Studies (now the Board of Secondary Education) implemented major changes to presentation of HSC results. Both a standardized examination mark and a moderated school assessment mark were introduced, and the percentile band and aggregate mark were dropped from the HSC. The University of Sydney continued to compute a scaled aggregate mark for each student, a process which most tertiary institutions soon adopted. (The Tertiary Entrance Score used currently in New South Wales is a scaled mark still calculated by the University of Sydney.)

  The HSC continues to be awarded to students who have studied at least 11 units—including 2 units of English—of which at least 5 must be in Board-approved subjects.

- 1988: The percentile band returned to HSC documentation, appearing alongside the standardized examination mark and the moderated school assessment. Also, a "Tertiary Entrance Score/TES" appeared on the HSC for the first time. In essence, the TES is a return of the scaled aggregate mark and is calculated in a very similar fashion.

Examination Mark (Board Courses). This is called the "Scaled Mark" from 1977-1985 and "Examination Mark" beginning in 1986. Examination marks in all subjects are standardized to a mean of 60% and a standard deviation of 12.5%. For candidates taking 2-unit courses with more than 200 candidates, the scaled/examination mark is a mark out of 100. The pattern of marks for these 2-unit courses is such that approximately:

1-2%	of candidates are awarded marks of 90 or more;
20%	of candidates are awarded marks of 70 or more;
80%	of candidates are awarded marks of 50 or more;
1%	of candidates are awarded marks less than 30.

For candidates taking 3-unit courses, there are two scaled marks: one for the 2-unit common paper (out of 100) and one for the 3-unit additional paper (out of 50). It is likely that there will be a greater percentage of 3-unit candidates with high marks than shown by the 2-unit pattern above. It is, therefore, not possible to apply this table to the results of the 3-unit candidates.

There are some exceptions to this method of reporting 3-unit candidates' performance. In music (Australian Music Education Board/AMEB results) and in science, 3-unit candidates receive a single mark (out of 150). 4-Unit candidates in science have a single mark (out of 200). In mathematics, the 4-unit candidates have two examination marks, one for the common 3-unit paper and one for the 4-unit additional paper. Each of these marks is out of 100.

School Assessment Mark (Board Courses). Schools submit assessment marks for their students in each course presented to indicate the achievement of their students relative to each other in the total course, including those aspects measured by external examination. They do not take into account such factors as conduct or students' interests or attitudes. The assessment marks submitted by the schools are moderated to enable different schools' assessments to be compared directly.

Outside Subjects and AMEB Music. Where a candidate presents an outside subject or Music (AMEB) result, no assessment mark is required from the school and the symbol "***" is recorded on the HSC in the space for "Assessment Mark."

Other Approved Studies/OAS. Assessment marks for these courses are submitted by individual schools and colleges and are not moderated. Results therefore cannot be compared with marks awarded in similar courses from other schools or with Board courses. Other Approved Studies courses have the symbol "***" in the space designated for "Examination Mark." OAS studies in Year 11 are not reported on the HSC.

The Board of Secondary Education emphasizes that it is valid to make comparisons between performances of candidates presenting the same course on the basis of both their examination and assessment marks. However, it is not considered a valid practice to make any comparisons between the performances of candidates in different courses.

Beginning with HSCs issued 1988. Percentile bands and Tertiary Entrance Score are reported. Percentile bands were reintroduced to provide candidates with an indication of their standing relative to other candidates presenting the particular course. Percentile bands are determined by combining examination and assessment marks. Nine bands are used: 91-100% = top 10% of the course candidature, all the way down to 0-20% = the candidate is in the remaining 20% of the course candidature.

Two percentile bands are reported in each 3-unit course: the band for the "common paper" is presented in parentheses and is a notional figure indicating the candidate's standing had he/she been within the 2-unit candidature. The second band indicates the candidate's standing based on performance in the additional paper only.

In 4-unit mathematics, a similar system of reporting percentile bands is used; the band in parentheses is a notional figure indicating the student's standing if he/she had been a 3-unit candidate only. The band corresponding to "additional paper" indicates the candidate's standing within the 4-unit candidature based on this paper alone.

In 3- and 4-unit science, a single band is reported. Percentile bands are not reported for Other Approved Studies courses.

The Tertiary Entrance Score/TES is a score out of 500, representing the sum of the candidate's best 10 units of study in Board-determined courses, rounded to the nearest whole number. The marks used in determining the TES are a composite of the candidate's examination and assessment marks in each course and have been subjected to a further scaling process. Because of scaling, it is not possible to calculate TES marks directly from the results reported on the HSC. TES calculations are undertaken by the University of Sydney. A dollar sign—$—indicates that the student has chosen a pattern of study which does not lead to the reporting of a TES score. Students who do not qualify for the award of an HSC will receive a Record of Achievement and a Result Notice, which sets out the marks achieved in the subjects which have been satisfactorily studied.

Record of Achievement. Probably beginning with the changes initiated in 1988, Records of Achievement are issued at the end of Years 10, 11, and 12. By the end of Year 12, a student will have received three such records. (See preceding text for the Year 10 Record of Achievement.)

A Year 11 Record of Achievement will be issued to any student who has satisfactorily completed at least one Board-prescribed course with an acceptable record of attendance and application. It shows all units of study satisfactorily completed in Year 11, including the first year of a two-year upper secondary course where there was satisfactory progress. Unlike the Year 10 record, the Record of Achievement at the end of Years 11 and 12 does not report grades, only the list of courses "satisfactorily completed." U.S. institutions that need to know the grade obtained will want to require the official Higher School Certificate/HSC. A Year 12 Record of Achievement will be issued even if a student does not qualify for the award of the HSC.

Result Notice. While an HSC "Result Notice" was previously issued to all candidates automatically as a preliminary HSC report, this is no longer the case. Now the "Result Notice" is issued only to those candidates eligible for a course examination result but not for the HSC award itself (for example, some students at a TAFE college who may study courses totalling only 10 units). The "Result Notice" will indicate whether the bearer was entitled to the HSC award. It is issued in January, at the same time as other HSC-related documents.

In May 1990, Australians reported at the annual meeting of the National Association for Foreign Student Affairs that there may be another change in certification and grading practices at the senior secondary level in New South Wales beginning in 1991.

Sources

Cropley, Murray, *Changes in Certificates Across Australia*, Curriculum Concerns—Newsletter of ACSA.Volume 5, No. 1, March 1988.

McGaw, Barry and Hannan, Bill, *Certification in Upper Secondary Education*, Commonwealth Schools Commission, Canberra, Australia, 1985.

Weller, G. G, Director, Statutory Board Directorate, New South Wales Department of Education [Letter].

NEW SOUTH WALES
SECONDARY SCHOOLS BOARD

SCHOOL CERTIFICATE 1985

This is to certify that

as a student of PENSHURST GIRLS HIGH SCHOOL
has completed the requirements of the Secondary Schools Board for the award of a School Certificate. These requirements include satisfactory attendance, conduct and progress over four years. The following subjects have been satisfactorily studied:

ENGLISH	GRADE A
MATHEMATICS - INTERMEDIATE	GRADE B
SCIENCE	
HISTORY	
ART	
TEXTILES AND DESIGN	

REQUIREMENTS FOR GENERAL EXPERIENCE HAVE BEEN MET IN CRAFT, MUSIC, PHYSICAL EDUCATION AND ART

Dated at Sydney on 28TH MARCH 1988

PRINCIPAL

CHAIRMAN

Prior to implementation of the Record of Achievement, which was issued probably beginning 1988 to students upon completion of Years 10, 11 and 12, results were printed directly on the School Certificate.

HIGHER SCHOOL CERTIFICATE

BOARD OF SECONDARY EDUCATION
NEW SOUTH WALES

This is to certify that
of CORRESPONDENCE SCHOOL
has completed all Board requirements and has been awarded the results shown hereunder following the 1987 Higher School Certificate Examination

COURSE	EXAMINATION MARK	ASSESSMENT MARK
2 UNIT ENGLISH (GENERAL)	63/100	60/100
2 UNIT MATHEMATICS IN SOCIETY	63/100	63/100
2 UNIT ANCIENT HISTORY	52/100	46/100
2 UNIT GEOGRAPHY (NATURAL/HUMAN SYSTEMS)	60/100	62/100
2 UNIT ART	47/100	48/100
OTHER APPROVED STUDIES		
1 UNIT LAW IN EVERYDAY LIVING	---	29/50

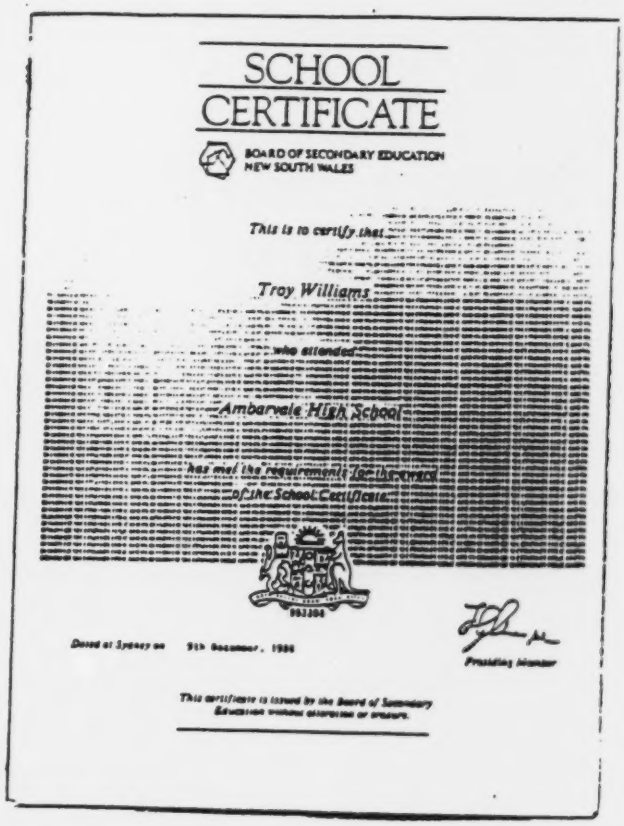
Dated at Sydney on 28TH MARCH 1988

Presiding Member

This certificate is issued by the Board of Secondary Education without alteration or erasure

The HSC issued in 1986 and 1987.

BEST COPY AVAILABLE



SCHOOL CERTIFICATE

BOARD OF SECONDARY EDUCATION NEW SOUTH WALES

This is to certify that

Troy Williams

who attended

Ambarvale High School

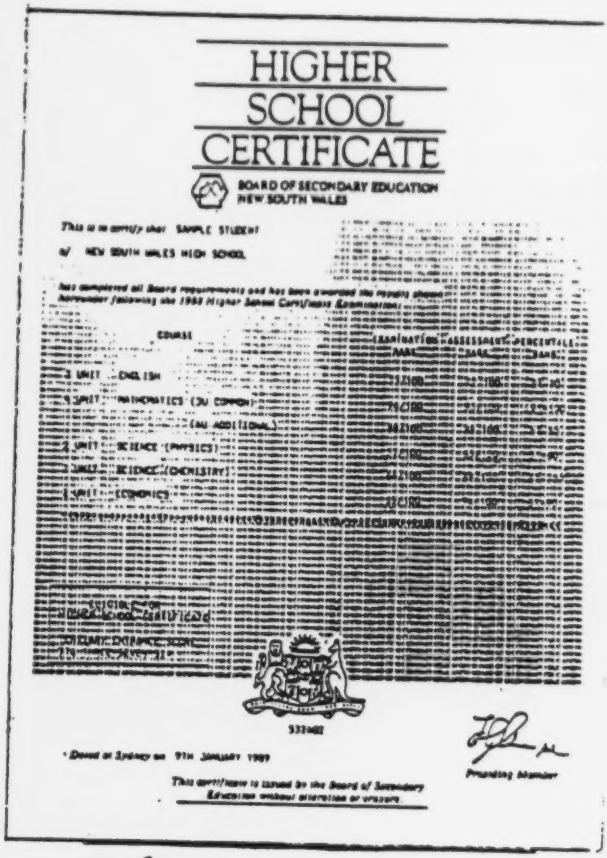
has met the requirements for the award of the School Certificate

Dated at Sydney on 9th December, 1988

Presiding Member

This certificate is issued by the Board of Secondary Education without alteration or erasure.

←The School Certificate as issued probably beginning 1988.



HIGHER SCHOOL CERTIFICATE

BOARD OF SECONDARY EDUCATION NEW SOUTH WALES

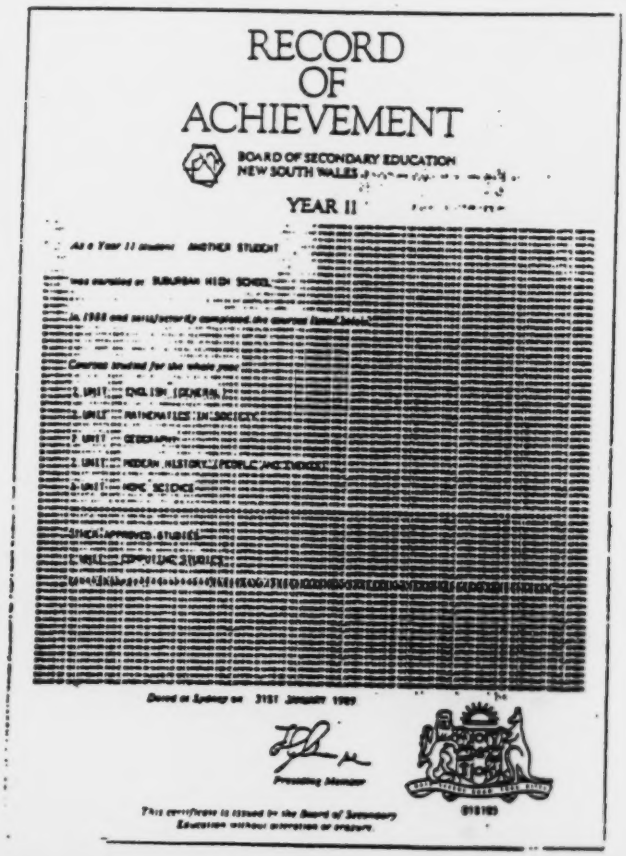
Dated at Sydney on 9TH JANUARY 1989

Presiding Member

This certificate is issued by the Board of Secondary Education without alteration or erasure

↑

← New South Wales documentation implemented in 1988.



RECORD OF ACHIEVEMENT

BOARD OF SECONDARY EDUCATION NEW SOUTH WALES

YEAR 11

Dated at Sydney on 31ST JANUARY 1989

Presiding Member

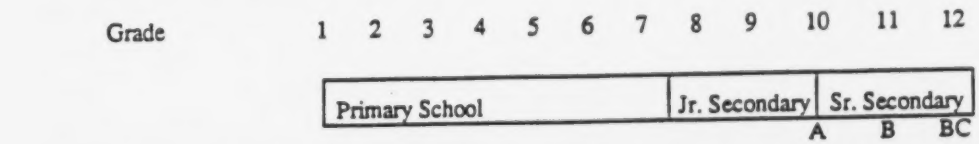
This certificate is issued by the Board of Secondary Education without alteration or erasure

BEST COPY AVAILABLE

Secondary Education in the Northern Territory

This information is more complete than the section in the 1983 WES volume regarding secondary education in the Northern Territory, and should replace it. A visual diagram of primary/secondary education in the Northern Territory follows, including certificates awarded at the secondary level and the board issuing them. What was formerly known as the Northern Territory Curriculum Advisory Committee became in 1984 the Northern Territory Board of Studies.

Northern Territory (NT)



Certificate/Awarding Agency: A—Junior Secondary Studies Cert.(JSSC)/NT Board of Studies*; B—Senior Secondary Studies Cert. (SSSC) (including single subject attainment)/NT Board of Studies*; C—Senior Secondary Studies Cert. (SSSC)/NT Board of Studies*, and Certificate of Achievement/Senior Secondary Bd. of South Australia.

*Previously the NT Curriculum Advisory Committee.

The Schools

Secondary education in the Northern Territory encompasses Years 8 through 12 and is offered in comprehensive, coeducational high schools, area schools where student populations are small, or at secondary colleges. The following schools offer secondary courses to junior level:

- *Northern Directorate*—Nightcliff High School, Dripstone High School, Sanderson High School, Jabiru Area School, and Batchelor Area School.
- *Southern Directorate*—Alice Springs High School, Alice Springs Catholic High School, and Anzac Hill High School.

The following schools offer secondary courses at both the junior and senior level:

- *Northern Directorate*—Darwin High School, Katherine High School, Kormilda College, Nhulunbuy High School, O'Laughlin College, St. John's College, and Tennant Creek High School.

The following schools offer secondary courses at the senior level only:

- Casuarina Secondary College, Darwin and Sadadeen Secondary College, Alice Springs.

Junior Secondary Education—Years 8-10

Program of Study. Key subject areas at this level are English, mathematics, science, social and cultural education (SACE), health and physical education, visual and performing arts, computer education, technical studies, home economics, and commercial studies. There are three components in each key subject: the core objectives, the Board-approved component, and the school-based component.

The "core objectives" in each key subject area consist of the skills and understandings all students in the territory are expected to master. They are defined and approved by the NT Board of Studies. Comparability of courses throughout the territory is monitored by an assessment package which includes both moderation and examinations in English and mathematics. Moderation is being considered in other subjects as well.

The "Board-approved" component for each key subject area consists of the curricular materials that are considered to be the best to assist Northern Territory schools in achieving and expanding upon the objectives specified in the core. Endorsement of the NT Board of Studies is required for these studies. The "school-based" component comprises courses, syllabuses, programs adopted by the schools themselves.

In Years 8-10, approximately 80% of a student's time is spent in core objectives and Board-approved component subjects. The remaining 20% can be allocated at the school's discretion. Compulsory studies in home economics, technical studies, and commercial studies occupy only one semester each and may be taken at any time in Years 8-10. Students are also required to complete 40 hours of career education before the end of Year 10. A policy that all secondary students study a language other than English for at least 2.5 hours/week for two years is being implemented gradually.

Assessment is mainly the responsibility of the schools. In the areas of English and mathematics, a combined moderation and examination system ensures comparability of standards of assessment.

Certificates. The Northern Territory Board of Studies issues an NT Junior Secondary Studies Certificate (JSSC) to students who complete Year 10. The certificate indicates achievement on a 5-point scale in all courses completed during Year 10, and whether the core objectives have been met. The certificate is issued with a Student Portfolio folder to which the student may add further certificates and personal documents.

Grading. The following grading system is used:

Letter Scale	Numerical Scale	Descriptor
A*	20	Outstanding
A	19-17	Very high
B	16-14	High
C	13-11	Competent
D	10-8	Marginal
E	7-0	Low
A	Not appl.	Student not in school when core covered.
U	Not appl.	Unsatisfactory
N	Not appl.	Core not available tostudent.

Senior Secondary Education—Years 11 and 12

Program of Study. Senior secondary courses are offered to students who have completed Year10 of secondary school. There are three types of courses offered over the two-year period: Accredited, Registered, and courses approved by the Senior Secondary Assessment Board of South Australia (SSABSA). In addition to SSABSA courses, TAFE certificate courses, approved and examined by the South Australia Department of Further Education, are available at Sadadeen Secondary College. (TAFE courses are indicated by "T" secondary certificates.)

An accredited course must meet strict criteria and be approved by the NT Board of Studies as educationally sound and appropriate for students in Years 11 and 12 (mostly at Year 11 level). Assessment is school-based with moderation in Year 11 English and mathematics courses. Year 11 accredited courses fall into the following two categories: PS (Pre-SSABSA) courses which are designed to prepare students for Year 12 studies externally examined by the SSABSA, or "G" (General) courses which provide a program

of studies for students who do not intend to undertake SSABSA subjects in Year 12. "G" courses are further defined as follows:

G1, G2 G1 indicates 1st semester of a two-semester program of study; G2 the 2nd.

G3, G4 G3 indicates 3rd semester of a two-year program of study; G4 the 4th.

GA, GB GA indicates higher level of a general course of study; GB the lower level.

A registered course is not submitted to the NT Board of Studies with as much detail and may be of less than a semester's duration. Registered courses are intended to satisfy the needs of particular groups of students in individual schools. They range from formal courses to informal extracurricular activities. Assessment is totally school-based. "R" on a transcript indicates a registered course.

In Year 12, students seeking entry into tertiary institutions normally need to take publicly examined subjects (PES) and/or school-assessed subjects (SAS) which have been accredited and are examined by the SSABSA. The majority of Year 12 students take SSABSA courses. For information on these courses, see the information in this report on South Australia.

Certificates and Grading. From 1981 upper secondary students have received the Senior Secondary Studies Certificate (SSSC), which is issued by the Northern Territory Board of Studies, provided they have completed at least one one-semester course in Year 11 or 12. Since 1984, the SSSC has been issued by the NT Board of Studies in two parts—one shows student achievement in all NT accredited courses and NT registered courses; the other lists SSABSA subjects taken by the student in Year 12. Students taking SSABSA PES and/or SAS subjects will also be eligible for the SSABSA Certificate of Achievement (see section "Secondary Education in South Australia"). All Year 12 subjects completed will be recorded on their Northern Territory SSSC. Grades of achievement are identical to those utilized on the JSSC.

Normally the SSSC is issued upon the completion of senior secondary education. However, students may request their SSSC earlier if they are leaving school and will receive one provided that they have successfully completed at least one semester of an accredited course.

For further information regarding secondary education in the Northern Territory, write to the Department of Education, GPO Box 4821, Darwin, Northern Territory, 5794, Australia.

Matriculation Requirements

In Year 12, students in the Northern Territory who want to gain admission to an Australian college or university must study either SSABSA, PES or SAS subjects (depending on the admissions requirements of the tertiary institution). For a general background on tertiary admissions requirements, see the section of this document on secondary education in South Australia.

The Northern Territory University was established in January 1989, by merging Darwin Institute of Technology with the University College of the Northern Territory. Matriculation requirements for most of its first degree courses, and "bridging" courses, offered for later transfer to Queensland and South Australian tertiary institutions, are similar to those described in the section on South Australia. For most of the university's associate diploma and certificate courses, completion of Year 12 (sometimes Year 11), including achievement in stated prerequisites, is required.

Sources

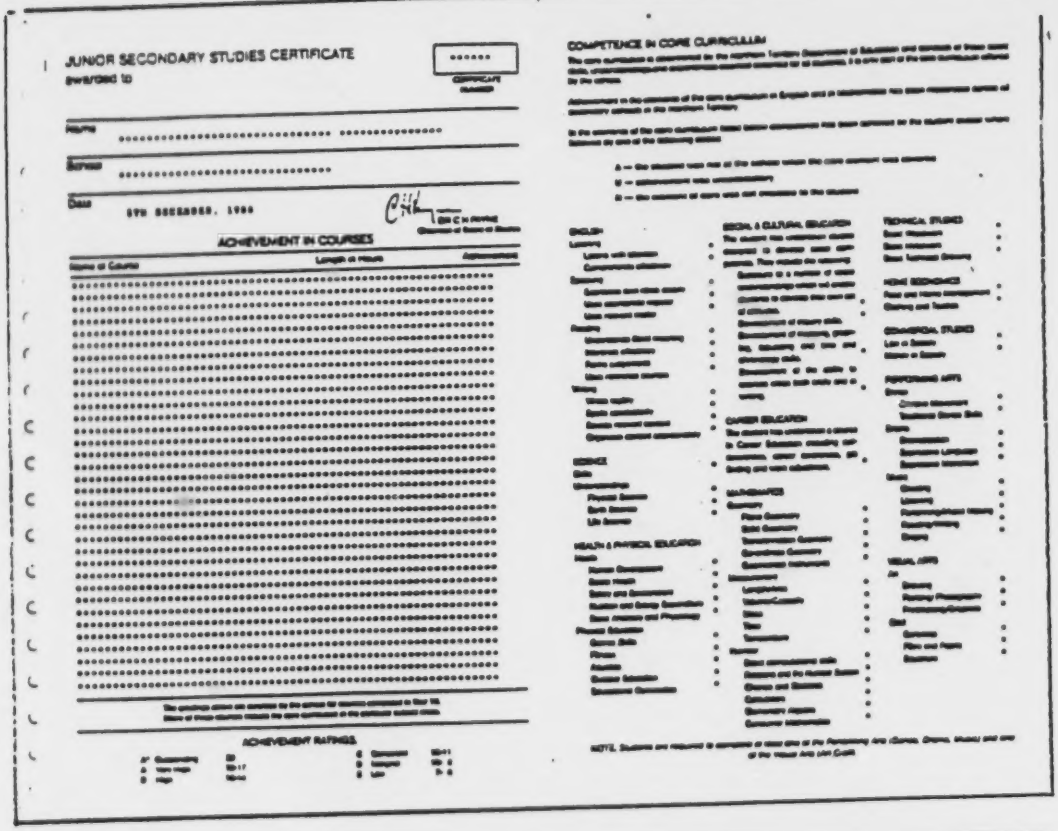
Cropley, Murray, *Changes in Certificates Across Australia*, Curriculum Concerns—Newsletter of ACSA.Volume 5, No. 1, March 1988.

Fowler, Cliff, Superintendent, Curriculum and Assessment Branch, Northern Territory Department of Education. December 1988; April 1989 [Letter].

Information Statement 1. The School Curriculum, Northern Territory Department of Education. November 1986.

Information Statement 2. Assessment, Accreditation and Certification, Northern Territory Department of Education. August 1988.

McGaw, Barry and Hannan, Bill, *Certification in Upper Secondary Education*, Commonwealth Schools Commission, Canberra, Australia, 1985.



JUNIOR SECONDARY STUDIES CERTIFICATE

awarded to

Name .....

School .....

Date 5TH DECEMBER, 1988

CHAIRMAN, Board of Studies

ACHIEVEMENT IN COURSES

Name of Course	Length of Study	Achievement
.....	.....	.....

ACHIEVEMENT RATINGS

COMPETENCE IN CORE CURRICULUM

ENGLISH
Listening
Talking with others
Conversation with others
Reading
Books and other texts
Other information material
Media material used
Writing
Information text writing
Personal reflection
Public expression
Other information writing
Viewing
Picture reading
Symbol reading
Pictorial material viewed
Organisation of pictorial representations

SCIENCE
Skills
Understandings
Physical Science
Earth Science
Life Science

HEALTH & PHYSICAL EDUCATION
Skills
Human Development
Basic Health
Safety and Environment
Nutrition and Energy Expenditure
Basic Anatomy and Physiology
Physical Education
Exercise Skills
Fitness
Attributes
Physical Activities
Movement Concepts

SOCIAL & CULTURAL EDUCATION
The student has satisfactorily attempted to demonstrate basic competencies. These competencies are indicated by a number of basic understandings which will enable progress to develop their own set of values.
Development of inquiry skills
Development of reasoning skills
Skills, Knowledge, and Values and Understanding Skills
Development of the ability to interact with each other and in society

CAREER EDUCATION
The student has undertaken a course in Career Education including self assessment, career awareness, job seeking and work experience.

MATHEMATICS
Numeracy
Place Concepts
Basic Operations
Computational Concepts
Operations Concepts
Computational Instruments
Measurement
Concepts
Units/Concepts
Skills
Tools
Data Collection
Skills
Data Organisation
Data Interpretation
Chance
Basic concepts and skills
Relevance and the Human Scene
Science and Science
Technology
Environment
Interaction Issues
Consumer Information

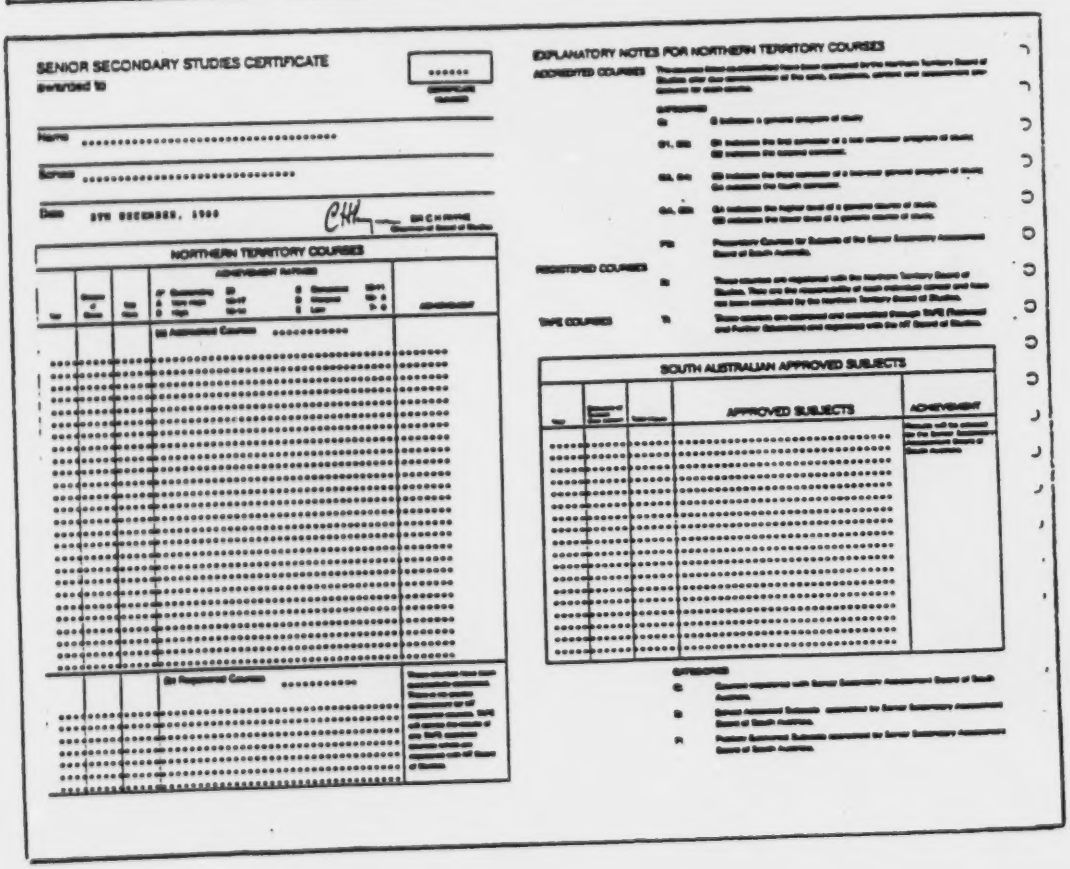
TECHNICAL STUDIES
Basic Woodwork
Basic Metalwork
Basic Technical Drawing

HOME ECONOMICS
Food and Home Management
Clothing and Textiles

COMMERCIAL STUDIES
Use of Tools
Office Skills

PERFORMING ARTS
Drama
Creative Movement
Simulation Drama Skills
Dance
Composition
Expressive Language
Movement Vocabulary
Music
Listening
Performance/Music Making
Singing/Playing
Theory
VISUAL ARTS
Art
Viewing
Drawing Perspective
Painting/Composition
Craft
Textiles
Fibre and Fabric
Ceramics

NOTE: Students are required to complete at least one unit of the Performing Arts (Dance, Drama, Music) and one of the Visual Arts and Craft.



SENIOR SECONDARY STUDIES CERTIFICATE

awarded to

Name .....

School .....

Date 5TH DECEMBER, 1988

CHAIRMAN, Board of Studies

NORTHERN TERRITORY COURSES

Year	Semester of Course	No. Units	ACHIEVEMENT RATINGS	ACHIEVEMENT
			(a) Accredited Courses	
			(b) Registered Courses	

EXPLANATORY NOTES FOR NORTHERN TERRITORY COURSES

ACCREDITED COURSES

REGISTERED COURSES

TAFE COURSES

SOUTH AUSTRALIAN APPROVED SUBJECTS

Year	Semester of Course	No. Units	APPROVED SUBJECTS	ACHIEVEMENT

BEST COPY AVAILABLE

Secondary Education In Queensland

In the 1983 WES volume, recommendations incorporated into a report called "ROSBA" were described. The main reasons for the ROSBA changes were dissatisfaction with certain aspects of the previous educational scheme which, among other things, led to unhealthy competition among students, teacher dependency on tests and examinations, and assessment which dealt almost exclusively with recall instead of feedback on teaching strategies and diagnosis of students' weaknesses.

The ROSBA recommendations reported in the earlier volume were implemented on a phased-in basis from 1982 to 1986. During those years, some Senior Certificates were expressed in ROSBA terms, while others retained the format described in the 1983 volume. From and including 1986, all Senior Certificates have been expressed in ROSBA terms.

School-assessed reports of student achievement, previously derived from norm-based numerical gradings, were replaced by verbal descriptions based on pre-determined criteria reflecting curriculum design and objectives. "This new system represents the first serious attempt in Australia at a system-wide level to reject normative assessment and embrace criterion-referenced assessment" (McGaw and Hannon).

In 1989 the Board of Secondary School Studies was renamed the Board of Senior Secondary School Studies.

Program of Study

Years 9-10. The minimum amount of school time to be devoted to the study and assessment of each Junior Board-Registered School subject is 150 hours throughout Years 9 and 10. At least half of this time is to be in Year 10. The minimum amount of school time to be devoted to a minor study is 75 hours. This time may be allocated in Year 9 only, Year 10 only, or spread over Years 9 and 10.

Years 11-12. Some of the changes that occurred in 1982 concerned the classification of Year 12 subjects. Beginning in 1982, students had a wide choice between "Board subjects," "Board-registered school subjects," and "subjects studied in other institutions." Schools usually offer all three options.

Board subjects are those accredited by the Board of Senior Secondary School Studies for tertiary entrance purposes. At least 55 hours per semester are now required for the study and assessment of each Senior Board subject in Years 11 and 12 (previously it was 70 hours per subject). There are Senior Board syllabuses for 43 subjects, including the following not mentioned in the 1983 volume: information processing and technology, legal studies, and mathematics in society.

Board-registered school subjects are those which Board-accredited schools offer on their own initiative. There are no Board syllabuses for these subjects. At least 40 hours per semester are now required for the study and assessment of each Board-registered school subject.

Subjects studied in other institutions are approved Technical and Further Education/TAFE units of at least 40 hours duration. Results in these units are awarded by TAFE colleges, but they are reported on the Queensland Senior Secondary Certificate.

The academic year in senior secondary schools in Queensland continues to be divided into two semesters. Each Board subject consists of 4 semester units, one for each of the four semesters in Years 11 and 12. A semester unit is that portion of the syllabus usually completed in one semester. Students seeking to qualify for tertiary entrance will usually carry five Board courses per term, for a total of 20 units over the two-year, senior secondary program. Five to seven courses per term would be considered a fulltime courseload.

Mathematics Curriculums. Three syllabuses are available in Junior secondary mathematics to allow all students to undertake as much mathematics as their abilities allow: Advanced Mathematics, Ordinary Mathematics, and General Mathematics.

- Advanced Mathematics covers: number, algebra, geometry, measurement, trigonometry, probability and statistics, and analytical geometry.
- Ordinary Mathematics covers: number, algebra and graphing, geometry, measurement, trigonometry, probability and statistics.
- General Mathematics covers: number, geometry, measurement, probability and statistics.

The three separate syllabuses in Junior Mathematics may be replaced eventually by a single syllabus Junior Mathematics currently on trial in a number of schools. The scope of the syllabus includes the following topics: whole numbers, fractions and other numbers; time, ratio and proportion; percentage and money; probability, statistics and graphs; algebra, plane shapes and geometries; length, area, volume and 3-D shapes; co-ordinates and analytical geometry; trigonometry.

In Years 11 and 12, there are two mathematics courses offered over the four semesters: Mathematics and Mathematics in Society.

- Mathematics: The syllabus is presented in the form of semester units. Therefore, a variety of combinations is available—including preparatory mathematics, algebra and calculus 1, geometry and calculus 2, complex numbers, computer mathematics, financial mathematics, matrices and vectors, mechanics, modern algebra, probability and statistics, and geometry and calculus 3.
- Mathematics in Society: The syllabus includes the following topics: calculation, finance, computers, statistics, and geometry.

Certificates

The certificate issued by the Board after Year 10 is still called the Junior Certificate; and after Year 12, the Senior Certificate. However, beginning in 1983, the format for reporting results on the Senior Certificate (Years 11 and 12) changed. Instead of listing grades in each semester of a subject, an overall grade in the total number of semester units (in most cases, four) is reported. Subjects are listed according to whether they are Board, Board-registered, or subjects taken in other institutions. An aggregate type of score is not reported on the Senior Certificate. Additionally, after Year 12, students may be eligible to receive a Tertiary Entrance Score (TE Score) which is reported on a separate statement. Samples of the reformatted certificates are provided at the end of this section on Queensland.

Among ROSBA recommendations was one that schools issue their own certificates in addition to certificates issued by the Board. The statements so issued are called "Exit Statements" and they are issued to students who leave without completing the entire junior or senior secondary course. Presumably these Exit Statements will differ among schools.

Requirements for the Junior and Senior Certificates. A Junior Certificate, which attests to completion of Year 10, is issued to a student who has completed Year 10 in fulltime schooling and who has studied at least one Board or Board-registered school subject. A Senior Certificate, listing all subjects studied by the student in Year 11 and/or12, is issued before Christmas to students who have completed Year 12 in fulltime schooling and have studied at least one semester unit of a Board-approved subject.

Slightly different Junior and Senior Certificates which contain externally-assessed results in three or more subjects are issued to students undertaking Year 10 or Year 12 subjects other than by fulltime schooling. (See the end of this section for an example.) For the Senior Examination, a person must be 19 years old or more in the year of candidature; for the Junior Examination, 17 years old or more. Sometimes the Board makes exceptions for fulltime students and allows them to sit for a maximum of two of these

externally-examined subjects. Institutions (largely TAFE colleges) throughout Queensland prepare candidates for external Junior and Senior Examinations. Externally examined students do not receive a TE Score, but notional TE scores (see 1983 volume).

The Tertiary Entrance Score (TE Score). This calculated score is used by tertiary institutions to rank students for entrance purposes. Students who have completed 20 semester units of Board subjects with 12 of those units in three Board subjects over the four semesters in Years 11 and 12 are eligible for a TE score. Prior to 1988, Year 12 students received in mid-December an Interim Statement of Results which had the Tertiary Entrance Statement as a tear-off section attached to it. Beginning in 1988, in place of the interim statement, students have been issued in December the Senior Certificate and the Tertiary Entrance Statement as two separate documents.

The information in the 1983 volume describing computation of the TE Score is largely accurate—it is still derived from an order of merit list which the Board of Secondary School Studies is required to compile each year. Special Subject Assessments (SSAs) yield position indicators, on a scale of 1-99, assigned by the schools for each Board subject studied for at least one semester. All Year 12 students who are eligible for a TE Score sit for the Australian Scholastic Aptitude Test (ASAT). The means and standard deviations of scores obtained by subject groups within schools and across Queensland are used in scaling students' SSAs to counter the differences between schools and subjects. The scaling procedure does not alter the relative positions of students in their courses.

An aggregate score is computed, totalling the student's results in up to the equivalent of 20 semester units in Board subjects, provided that this includes the adjusted SSAs from at least three subjects studied for four semesters each. Scaling results in a TE Score as reported in the WES volume—a percentile ranking from 99.0 down (the decimal point is removed for convenience). A student with a TE Score of 850 is deemed to have higher overall academic achievement than 85% of the age cohort in Queensland for the year. (Note that the age cohort includes the entire 17-year-old population, not just those eligible for a TE Score.) The TE Score is released by the Board of Secondary School Studies before Christmas.

See the end of this section for examples of Junior and Senior Secondary Certificates, as well as the Tertiary Entrance Score report.

Grading

From 1969 through 1982. Grades given in Junior and Senior subjects were expressed as numerical ratings: 7 (highest) to 1 (lowest).

Beginning with Certificates Issued in 1983. Grades given in Junior Certificate subjects and Board and Board-registered senior subjects indicate the extent to which the student has achieved the content, process, and skill objectives in the accredited school work program. They are as follows: Very High Achievement, High Achievement, Sound Achievement, Limited Achievement, and Very Limited Achievement. Grading is criterion-based in each subject, reflecting the objectives of the subject. (The approximate percentage of Year 10 and Year 12 candidates getting each grade, as reported on pp. 49-51 in the 1983 volume, has not existed since 1982.)

Achievement in "subjects studied in other institutions" (TAFE units) is recorded as Honours, Credit, Pass, Fail; or simply as Successful, Unsuccessful.

Matriculation Requirements

Admissions requirements—especially for courses of postsecondary study—are usually stated in terms of TE Scores, although for some programs—especially associate diploma programs—completion of an approved secondary program is satisfactory for basic admission. An update of basic 1989 matriculation requirements,

though not very comprehensive, follows. However, prerequisites for certain courses of study at these institutions are not specified:

Brisbane CAE: Completion of at least 20 semester units in approved Board subjects, including all prerequisites.
Capricornia Institute of Advanced Education: TE Score of 760 for bachelor's degrees; 700 for associate diplomas.
Darling Downs Institute of Advanced Education: TE Score ranging from 790-835 for admission to degree and diploma courses; 730-750 to associate diploma courses.
Gold Coast College of Advanced Education: Cutoffs ranging from 815-855 depending on subject.
Griffith University: Satisfactory completion of Queensland Year 12 or equivalent. The TE Score is used as a general basis for selection into courses.
Hospital Nursing Schools: TE Score of 700 or higher.
James Cook University of North Queensland: TE Score of 800 to 880 for degree and diploma courses, depending on area of study; 745 for associate diploma course.
Queensland Agricultural College: TE Score of 810 for degree courses.
Queensland Conservatorium of Music: Satisfactory audition and interview, TE Score of 770-840 depending on objective; and other course requirements.
Queensland Institute of Technology: TE Score of at least 810 (depending on course) or, for entry to associate diploma course, 745.
University of Queensland: TE Score of 880 to 985 depending upon course of study.

Sources

Cropley, Murray, *Changes in Certificates Across Australia*, Curriculum Concerns—Newsletter of ACSA. Volume 5, No. 1, March 1988.
External Examination Handbook 1989, Board of Secondary School Studies, November 1988.
McGaw, Barry and Hannan, Bill, *Certification in Upper Secondary Education*, Commonwealth Schools Commission, Canberra, Australia, 1985.
Pitman, John A., Director, Board of Secondary School Studies; PO Box 307; Spring Hill; Queensland, 4004 [Letter].
Queensland Tertiary Courses 1989, A.A. McClelland, Ed. Queensland Tertiary Admissions Centre, 1988.
The How, Why, and What of the Tertiary Entrance Score, Board of Secondary School Studies, August 1988.
The Tertiary Entrance Score—An Overview, Board of Secondary School Studies, Amended 1988.

Tertiary Entrance Score Report

BOARD OF SECONDARY SCHOOL STUDIES
QUEENSLAND

1988 SENIOR CERTIFICATE

This is to certify that DAVID SCOTT JONES

of TEST DATA STATE HIGH SCHOOL

having completed secondary education in Year 12 in 1988 is awarded the levels of achievement shown in studies of subjects listed hereunder

Student No.: 87-78910-2 School Code: 999

SUBJECT	SEMESTER UNITS STUDIED	No. OF UNITS	LEVEL OF ACHIEVEMENT
BOARD SUBJECTS			
ENGLISH	01 02 03 04	04	SOUND ACHIEVEMENT
GEOGRAPHY	01 02 03 04	04	SOUND ACHIEVEMENT
MATHEMATICS IN SOCIETY	01 02 03 04	04	SOUND ACHIEVEMENT
BIOLOGICAL SCIENCE	01 02 03 04	04	SOUND ACHIEVEMENT
GEOM. DRAWING & PERSPECTIVE	01 02 03 04	04	LIMITED ACHIEVEMENT
	TOTAL UNITS	20	TOTAL SUBJECTS 05
BOARD-REGISTERED SCHOOL SUBJECTS			
MANUAL ARTS	01 02 03 04	04	SOUND ACHIEVEMENT
	TOTAL UNITS	04	TOTAL SUBJECTS 01
SUBJECTS STUDIED IN OTHER INSTITUTIONS (TAFE)			
TEC208 INTRODUCTION TO SPARE PARTS			PASS
			TOTAL SUBJECTS 01

Issued 16 December 1988 without alteration or erasure

J. M. Kennedy
CHAIRMAN

BOARD OF SECONDARY SCHOOL STUDIES
QUEENSLAND
1988

Student Name: DAVID SCOTT JONES

School: TEST DATA STATE HIGH SCHOOL

TERTIARY ENTRANCE SCORE:

530

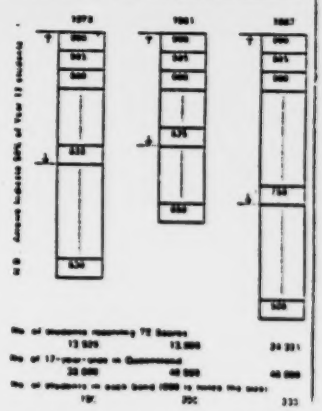
FIVE THREE ZERO

Student No.: 87-78910-2 School Code: 999

DAVID SCOTT JONES
20 BOARD STREET
SPRING HILL Q 4004

PLEASE NOTE THE FOLLOWING INFORMATION:

1. A Tertiary Entrance Score (TE Score) is designed to compare a student's overall achievement in Senior secondary school studies with the overall achievements of other students, regardless of subjects studied. The TE Score is complementary to the more specific information recorded as levels of achievement in individual subjects.
2. The TE Score is based on school assessments made at the end of Year 12 for the specific purpose of TE Score calculations. These assessments are not recorded on this statement but are held in the school.
3. TE Scores in one year cannot be compared directly with TE Scores for other years. TE Scores compare students' achievements in one year only.
4. As the number of Year 12 students increases over the years, more TE Score bands are created (see diagram).
5. TE Scores are provided to tertiary institutions. These institutions are solely responsible for making and applying admission policies. (For details on how TE Scores are calculated, please refer to the pamphlet, "The How, Why and What of the TE Score", available from schools or from the Board of Secondary School Studies).



This section does not form part of the Senior Certificate

33

BEST COPY AVAILABLE

BOARD OF SECONDARY SCHOOL STUDIES
QUEENSLAND

JUNIOR CERTIFICATE

1988

THIS IS TO CERTIFY:

that — MARGARET JOAN BLACK 56596

of — WICKHAM STATE HIGH SCHOOL

having completed secondary education to Year 10 is awarded the levels of achievement shown in the following subjects

BOARD SUBJECTS		LEVEL OF ACHIEVEMENT
ENGLISH		VERY HIGH ACHIEVEMENT
FRENCH		HIGH ACHIEVEMENT
HISTORY		SOUND ACHIEVEMENT
ORDINARY MATHEMATICS		HIGH ACHIEVEMENT
TYPEWRITING		HIGH ACHIEVEMENT
MUSIC		LIMITED ACHIEVEMENT
HOME ECONOMICS		SOUND ACHIEVEMENT
TOTAL NO OF SUBJECTS	7	

BOARD REGISTERED SCHOOL SUBJECTS	Major Study	Minor Study	LEVEL OF ACHIEVEMENT
APPLIED ART	1		HIGH ACHIEVEMENT
COMPUTER STUDIES		1	SOUND ACHIEVEMENT
TOTAL NO OF SUBJECTS	1	1	

I. M. Kennedy.

Principal

Chairman

Issued without alteration or erasure 7 December 1988

BOARD OF SECONDARY SCHOOL STUDIES
QUEENSLAND

JUNIOR CERTIFICATE

1988

THIS IS TO CERTIFY

that JOHNATHON ADAM BROWN

obtained the levels of achievement indicated hereunder

in the following THREE subjects at the 1988

JUNIOR EXAMINATION

ENGLISH	HIGH ACHIEVEMENT
GEOGRAPHY	SOUND ACHIEVEMENT
ADVANCED MATHEMATICS	VERY HIGH ACHIEVEMENT

I. M. Kennedy.

Issued without alteration or erasure December 1988 CHAIRMAN

The Junior Examination is made available for students undertaking year 10 studies other than by full-time schooling

A candidate's level of achievement in each subject is reported using one of the following descriptions:

Very High Achievement
High Achievement
Sound Achievement
Limited Achievement
Very Limited Achievement

A level of achievement indicates the extent to which the student has achieved the objectives expressed in the subject syllabus. There is no 'pass' level.

BEST COPY AVAILABLE

Sample transcript illustrating the way partial results, earned by external Junior or Senior-level exams, are posted.

Secondary Education in South Australia

There have been two distinct cycles of changes in secondary education in South Australia since the publication of the 1983 volume: changes implemented for 1984/1985, and those implemented in 1986.

A new board, the Senior Secondary Assessment Board of South Australia (SSABSA), was established on February 1, 1984, to replace the former Public Examinations Board (PEB) and to take responsibility for the subjects previously offered by the Education Department towards the then offered Secondary School Certificate. The address for the new board is: 134 Fullarton Road, Rose Park, South Australia 5067.

Since 1984, the Year 12 certificate, called the "Year 12 Certificate of Achievement," has been issued by the SSABSA. This certificate replaces both former certificates—The Secondary School Certificate and the PEB's Statement of Results.

The method of reporting achievement in subjects has changed also—one system was used in 1984 and 1985; another began in 1986. These changes are discussed under "Year 12 Certificates" and "Grading" below.

The SSABSA has continued the PEB practice of assessing and certifying students from the Northern Territory since it is not large enough to run its own operation. Its agreement with five schools in Malaysia—Taylors College, Sarjana College, Iooh Sri Inai College, Sri Kuala Lumpur College, and Disted College enables students from these colleges to take examination subjects which may qualify them to enter Australian tertiary institutions. Beginning in 1985, a similar arrangement existed with the Mara Institute of Technology in Malaysia. As of June 1985, there were approximately 1,000 Malaysian students taking SSABSA publicly-examined subjects. There did not appear to be another Australian assessing authority providing this service, so in effect the SSABSA was operating on behalf of Australian tertiary institutions.

Program of Study

A typical study program for most Year 12 students is 20 units or five full-year subjects. There is no "graduation requirement" for secondary school certification in South Australia. Any student whose achievement in a Year 12 subject is assessed or recognized is entitled to a Year 12 Certificate of Achievement reporting the result.

The South Australian Department of Technical and Further Education (TAFE) has approved arrangements by which students who successfully complete certain SSABSA-accredited subjects will be granted "status" (transfer credit) in certain TAFE business-certificate courses. A minimum Subject Achievement Score is required for status; it will vary depending upon the subject.

For a number of years, SSABSA (and the PEB before it) has offered three accredited mathematics courses: Mathematics 1S, Mathematics 1, and Mathematics 2.

Mathematics 1S is a subset of Mathematics 1 and 2. It is designed for the student who intends to pursue tertiary studies for which mathematics is taken as an ancillary rather than major subject. The syllabus includes basic concepts and simple applications of the following: mensuration, geometry, and complex numbers; matrices and linear equations; counting and probability; functions and their graphs. It is not appropriate to take Mathematics 1S in combination with the other mathematics courses in the same year.

Mathematics 1 provides a sound basis for a student intending to take a specialist tertiary-level mathematics course. The syllabus includes vectors; geometry and mensuration in two-dimensional and three-dimensional space; counting and probability; complex numbers; polynomials; matrices and linear equations.

Mathematics 2 provides a sound basis for a student intending to take a specialist tertiary-level mathematics course. The syllabus includes mathematical induction; inequalities; functions and graphs; differential calculus; integral calculus; exponential and logarithmic functions; curves, particularly conics.

Mathematics 1 and 2, taken together, are considered necessary background for tertiary studies in the physical sciences, engineering, and mathematical sciences. It is not appropriate to take either Mathematics 1 or 2 concurrently with Mathematics 1S.

Prior to 1987 three schools—Urrbrae, Cleve, and Lucindale—offered a two-year program for the Certificate of Agriculture. In 1987, SSABSA introduced a new set of school-assessed subjects totalling 24 units, "Agriculture," which incorporated those areas previously covered under the Certificate of Agriculture. This set of subjects is assessed by SSABSA and appears on the Year 12 Certificate of Achievement. Unlike the previous arrangements, however, the individual subjects making up the set are available to students in other schools.

In accordance with arrangements made with SSABSA (previously, the PEB), a few publicly examined subjects (Ancient Greek, Hebrew, Serbo-Croatian, English as a Second Language) were examined by the Victorian Institute of Secondary Education (VISE), now called the Victorian Curriculum and Assessment Board (VCAB). Serbian, Croatian, and Estonian are available through arrangements with the New South Wales Board of Secondary Education. These results are reported on the SSABSA Year 12 Certificate of Achievement. At the end of this section on South Australia is a list, "Accredited Subjects, 1987," of PES vs. SAS subjects.

1984, 1985. Subjects offered fell into four categories: publicly examined subjects (PES), school assessed subjects (SAS), general experience subjects (general education and job related skills), and agricultural subjects. Note that SAS subjects used to be SSC (Secondary School Certificate) subjects.

Among other duties, the SSABSA was responsible for preparing or approving syllabuses for PES and SAS subjects, assessing PES subjects, and the assessment procedures for SAS subjects. Subjects with SSABSA approval were so indicated under "Approved Subjects" on the new Year 12 Certificate of Achievement. While General Experience subjects were registered with the SSABSA, they are school designed and assessed.

1984/1985 publicly examined subjects not already listed in the 1983 Australia volume included accounting, drama, Khmer, legal studies, Polish, religion studies, and Vietnamese.

Beginning 1986. Subjects listed on the certificate are at the Year 12 level only. They may be of two kinds—accredited and registered.

Accredited subjects are fully developed and accredited by SSABSA. They may be of two unit values—4-unit (or "full year") and 2-unit (or "half year"). A typical study program for most Year 12 students is 20 units or five full-year subjects. Accredited subjects are either publicly examined subjects (PES) or school assessed subjects (SAS). In most PES subjects, school assessments contribute 50% to the final grade; the other 50% results from external examination. Subjects that are 100% school-assessed are the SAS subjects. Only PES subjects qualify students for admission to the University of Adelaide, Flinders University, and degree/diploma programs of the South Australia Institute of Technology.

Registered Year 12 subjects are developed, assessed, and monitored by the schools themselves, even though they are submitted ("registered") with the SSABSA. The listing of a registered subject on a Year 12 Certificate of Achievement means that the school concerned has reported successful completion of that subject by the student.

"Community Studies," a group of units of study which use a work-required assessment mode, has been introduced into the program of study. It is reported on a Completed/Not Completed basis.

A list of PES and SAS subjects offered in the 1987 academic year is included at the end of this section on South Australia.

Certificates Issued

There are three types of certificates that are awarded at the senior secondary level: the School Leaver Statement, the Year 12 Certificate of Achievement, and the Higher Education Entrance Scores report. "Graduation" or "completion" of secondary school does not exist in South Australia. Any student who has been assessed or is recognized for achievement in a Year 12 accredited subject is entitled to a Year 12 Certificate of Achievement reporting the result, even if only one subject is examined. A typical study program for most Year 12 students is five full-year subjects. Students who have completed less than the fulltime Year 12 program should be asked to also provide their School Leaver Statement in addition to the Year 12 Certificate of Achievement. For students who have been enrolled in five full-year subjects, a Year 12 Certificate of Achievement showing satisfactory results is adequate documentation.

The *School Leaver Statement* continues to be the report which lists subjects completed through the time a student leaves school. Therefore, South Australian students who have not been assessed or recognized for achievement in a Year 12 course should be asked to provide at least the School Leaver Statement to indicate what they have completed.

Year 12 Certificate of Achievement. Since 1984, the certificate awarded upon completion of Year 12 has been the "Year 12 Certificate of Achievement" (samples are included at the end of this section on South Australia). This certificate combined the former Public Examination Board and Secondary School Certificates. Changes have occurred within the grading systems (see "Grading" below), and in the way subjects are listed on certificates.

Also, subsequent to the recommendations of a 1983 working party, there was a proposal to introduce a *Student Achievement Record* (SAR) to replace the School Leaver Statement. There has not been full implementation of this SAR. See "Proposals for Change" below.

When "P" follows the name of a subject on the certificate, it means that this particular subject, which is also offered as an SAS subject, is publicly examined.

1984 and 1985. The Year 12 Certificate of Achievement listed all approved subjects completed in Year 12 with grades of achievement. PES subjects carry numerical grades and SAS subjects carry letter grades. This is a way of differentiating between the two. The inclusion of General Experience subjects indicated satisfactory completion of the course; no grades were awarded. (See example at the end of this section on South Australia.)

Beginning 1986. The Year 12 Certificate of Achievement lists both accredited subjects and satisfactorily completed registered subjects, but in different sections of the certificate under those headings (see example at the end of this section).

The Higher Education Entrance Scores report was implemented in 1986. This report is a tear-off attachment to the Year 12 Certificate of Achievement. At the student's request, it is provided simultaneously to the South Australian Tertiary Admissions Centre (SATAC).

The scores reported on the form are an aggregate of the student's best five subjects, after the Subject Achievement Scores have been adjusted or scaled by SSABSA to produce comparability across subjects and years. The report shows the adjusted scores; they are very close to the Subject Achievement Score earned by the student. Also reported are totals for the best five subjects—PES only, and the best five in a required matriculation grouping for South Australian universities. (See sample at the end of this section on South Australia.)

Grading

All assessments, except those in Year 12, are school-based assessments; criterion-based grading is encouraged but not enforced. Year-12 PES and SAS subjects include a norm-referenced score. The following statements are in reference to the Year 12 Certificate of Achievement grading standards.

Until 1984. PES subjects were reported by the Public Examinations Board using a scale of 0-100. The public, standardized examination accounted for 75% of the grade and the school assessment, 25% of the grade. Results in SAS subjects were reported by the Education Department of South Australia, using a grade of A, B, C, D, or U for each subject. Grade definitions were A = Outstanding achievement, B = Good standard, C = Satisfactory standard, D = Below satisfactory, U = Unsatisfactory.

1984 and 1985. SSABSA became responsible for reporting all grades and did so on the same certificate, using the two separate reporting methods: 0-100 for PES subjects and A-U for SAS subjects (see *"Until 1984"* above). South Australian tertiary institutions which accept school assessed subjects for entrance purposes apply a conversion score to the grades to enable comparison with students who have a matriculation aggregate. The conversion is: A = 76 or higher; B = 63-75; C = 53-62; D = 47-52; U = 15-46. Semester subjects are given a score of half that on the above table. General Experience subjects were not graded; their inclusion on a Year 12 Certificate of Achievement indicated satisfactory completion of the course.

Beginning 1986. A common reporting system was established for all SSABSA accredited subjects which are listed under "Subject Achievement Scores" on the Year 12 Certificate. All results are calculated on a scale of 0-20 (correct to each even decimal point through 1987). Letter grades of A-E and achievement statements are included for accredited subjects according to the following scale:

20	Outstanding achievement	A
19-17	Very high achievement	A
16-14	High achievement	B
13-11	Competent achievement	C
10- 8	Marginal achievement	D
7- 0	Low achievement	E

Merit Certificates are awarded to students judged to have achieved at an outstanding level by earning a Subject Achievement Score of 20/20.

Under certain circumstances, a "Partial assessment only" statement may appear for PES subjects. Normally, "partial assessment" indicates the student has not completed the examination and has no valid excuse, or has not been assessed by the school. The candidate may receive a partial assessment, normally to a maximum of 10 out of 20. This will be shown on the certificate as follows (assuming a score of 7 was achieved): "7 PARTIAL ASSESSMENT ONLY."

Registered subjects are assessed by individual schools and recorded on the Year 12 Certificate of Achievement if satisfactorily completed. No grade of achievement is listed.

Grading in PES subjects is a combination of external and school-based assessments; for SAS, school-based only. Assessments are criterion-based. However, a norm-referenced score is also included.

Grade distribution statistics for PES subjects, SAS subjects (full-year), and SAS subjects (half-year) are included at the end of this summary on South Australia. The source for this material is the "Senior Secondary Assessment Board of South Australia Annual Report 1987."

Proposals for Change

The 1983 volume described the School Leaver Statement (SLS)—Forms S and O—to which any secondary school leaver was entitled. The SLS, primarily for employers, has not adequately met the needs of students or employers. Therefore, in 1983, a working group proposed a new form of SLS—the Student Achievement Record (SAR) that would report achievement on a 3-point scale: H (Successfully completed; high quality); S (Successfully completed); N (Not successfully completed). It would also include a statement about performance on English language, literacy, and learning, as well as information about the student's activities and responsibilities. The proposed SAR, which may have started to appear beginning in 1988, would be issued in any year from which the student is leaving secondary school, but normally, after Years 9-12. The certificate, as envisioned, would report the following:

- Information about activities and responsibilities;
- A statement about performance on English language, literacy, and learning;
- Reports on subjects studied, both in previous years and in the current year;
- Levels of achievement (see "Grading");
- Descriptions of content of studies;
- Negative, as well as positive, comments about student's performance.

Studies described on the SAR would be generally school-devised. For the Year 12 level, they are SSABSA accredited.

Additionally, there have been proposals to structure senior secondary schooling into a pattern of broad general education over both Years 11 and 12 within one framework, terminating with a General Certificate of Secondary Education. The certificate, if adopted, would be viewed as a completion certificate, rather than a certificate of achievement. These proposals would also remove the division of subjects into PES and SAS. Included would be changes to selection procedures for higher education so that subjects not currently acceptable would be considered for tertiary entrance and reported on the general certificate (e.g., TAFE, general secondary, or higher education bridging courses). Final implementation of such a scheme is unlikely before 1991 or 1992.

New Address for Information Regarding Secondary Education:

Senior Secondary Assessment Board of South Australia; PO Box 751; Norwood, South Australia 5067.

Matriculation Requirements

1984 and 1985. Postsecondary matriculation requirements in 1984 and 1985 were as follows. (Note that matriculation does not ensure entry to a university or other postsecondary course, which may be restricted by quotas. It represents a minimum entrance standard.) For the universities (Adelaide and Flinders), school leavers had to complete five subjects in one public exam, take at least one subject from mathematics/science and one subject from all other areas, and obtain an aggregate scaled score of 295 (formerly, the score was 225). The "aggregate scaled score" was computed by adding the results in the five publicly examined subjects.

Other restrictions pertaining to university entrance are as follows:

- Not more than two history subjects counted;
- Ancient History and Classical Studies shall not both be counted;
- Modern European History and Modern World History shall not both be counted;
- Malaysian and Indonesian shall not both be counted;
- English and ESL shall not both be counted;
- Maths 1S and Maths 1 or Maths 2 shall not both be counted.

The South Australian Institute of Technology required results in five subjects and accepted only publicly examined subjects for entry to its diploma and degree course, although areas of study—science/mathematics vs. other subjects—were not specified. An aggregate scaled score of not less than 295 was required. School assessed subjects were accepted for entry into its Associate Diploma courses.

South Australian College of Advanced Education and Roseworthy Agricultural College accepted any five PES or SAS subjects for matriculation purposes.

Some students took a mixture of publicly examined and school assessed subjects. This mixture was acceptable for entry to the South Australian College of Advanced Education, Roseworthy Agricultural College, and Associate Diploma courses at South Australian Institute of Technology.

The Agricultural Study Program offered at Urrbrae, Cleve, and Lucindale is a set of school assessed subjects which was accepted for entry to Roseworthy Agricultural College. It was discontinued after 1986.

Beginning 1986. The very general requirement for matriculation at the University of Adelaide, Flinders University, and the South Australian Institute of Technology was a minimum aggregate Higher Education Entrance Score of 59 gained in five publicly examined SSABSA Year 12 subjects. The two universities specified that at least one subject must be from the sciences and mathematics areas, and one from the liberal arts areas. Generally, applicants who have five fulltime subjects in Year 12 are eligible for matriculation at South Australian College of Advanced Education or Roseworthy Agricultural College; however, some courses may require specific prerequisites at the secondary level (e.g., science courses for Roseworthy).

Students who did not originally qualify for university matriculation are eligible for mature entry if they are at least 21 years of age. Mature entry may be available only in certain courses. If students are applying for mature entry admission to the University of Adelaide, Flinders University, or the South Australian College of Advanced Education, they are required to sit for the Australian Scholastic Aptitude Examination (ASAT), the Series 1, Form 1, Humanities Test. Other factors considered in the admission of mature entry candidates are an interview and an essay.

Sources

Cropley, Murray, *Changes in Certificates Across Australia*, Curriculum Concerns—Newsletter of ACSA. Volume 5, No. 1, March 1988.

General Information on Publicly Examined Subjects.

McGaw, Barry and Hannan, Bill, *Certification in Upper Secondary Education*, Commonwealth Schools Commission, Canberra, Australia, 1985.

SSABSA brochures:

Mathematics. Year 12 Detailed Syllabus Statements.

Now Every School Leaver has More to Show after 12 Years of School.

SSABSA Annual Report of 1984.

SSABSA Annual Report of 1987.

Year 12 and Tertiary Entrance School Year 1986 for Entry 1987.

Speedy, Graeme W., Former Director and Vivian Eyers, Director, Senior Secondary Assessment Board of South Australia (SSABSA).

The SATAC Guide 1989, South Australian Tertiary Admissions Centre.

Year 12 Handbook 1989, SSABSA.

SOUTH AUSTRALIA

Accredited Subjects, 1987

PUBLICLY EXAMINED SUBJECTS

FULL-YEAR (4 UNITS)

Accounting P
Agricultural Science
American History
Ancient History
Art P
Australian History
Biology
Chemistry
Classical Studies
Drama P
Dutch
Economics
English P
English As a Second Language
French
Geography P
Geology
German
Hungarian
Indonesian
Italian
Japanese
Khmer
Latin
Latvian
Legal Studies P
Lithuanian
Malaysian
Mathematics 1
Mathematics 2
Mathematics IS
Medieval History
Modern European History
Modern Greek
Modern Standard Chinese
Modern World History
Music History and Literature
Music Performance and Theory
Physics
Polish
Politics P
Religion Studies P
Russian
Spanish
Ukrainian
Vietnamese

The subjects Ancient Greek, Hebrew, and Serbo-Croatian may be studied through the Victorian Curriculum and Assessment Board

SCHOOL-ASSESSED SUBJECTS

FULL-YEAR (4 UNITS)

Accounting
Agriculture (4-unit modules):
- Agricultural Commerce
- Agricultural Humanities
- Agricultural Principles
- Agricultural Technology
- Applied Agriculture

Ancient Studies
Applied Languages — ESL
Applied Languages — French
Applied Languages — German
Applied Languages — Indonesian
Applied Languages — Italian
Applied Languages — Serbo-Croatian
Applied Mathematics
Art Practical and Theory
Australian Economic Studies
Australian Studies
Biological Science
Business Mathematics
Business Studies
Communication for the Hearing-Impaired
Computing Studies
Contemporary World History
Craft Practical and Theory
Dance
Design Practical and Theory
Drama
English
Environmental Science
General Science
General Typing
Geography
Geological Science
Health Education
Home Economics
Law and Business
Legal Studies
Media Studies
Music
Natural Resources Management
Outdoor Education
Physical Education
Physical Science
Politics
Professional Typing
Religion Studies
Shorthand Speed and Stenography
Small Business Management
Social Studies
Technical Drawing Practical and Theory
Technical Studies
Technology Studies (4-unit options):
- Electricity
- Furniture Construction
- Metal Machining
- Photography
- Photography (Practical)
- Power Technology
- Welding and Fabricating
- Workshop Practice

HALF-YEAR (2 UNITS)

Accounting
Advanced Word Processing
Agriculture (2-unit modules):
- Agricultural Commerce
- Agricultural Humanities
- Agricultural Practice
- Agricultural Principles
- Agricultural Technology
- Applied Agriculture

Ancient Studies
Applied Mathematics
Art Practical
Australian Economic Studies
Australian Studies
Basic Word Processing
Biological Science
Business Studies
Community Studies (2-unit modules):
- Arts Appreciation
- Australian Communication Media
- Australian Literature and Society
- Catering
- Communication Design
- The Community
- Dance
- Democratic Society
- Electricity
- Electronics
- Energy Systems
- Expression and Communication
- Extensive Agricultural Systems
- Food Preparation, Presentation, and Service
- Garment Design and Construction
- Human Environment
- The Individual and the Group
- Intensive Agricultural Systems
- Lifestyle
- Livelihood
- Machines
- Materials
- Motor Mechanics Systems
- Photography
- Product Design
- Small Business Management
- Sport
- Technology in the Community
- Theatre Workshop
- The Writing Process

Computing Studies
Contemporary World History
Craft Practical
Design Practical
Drama: Group Production
Drama: Individual Production
Environmental Science
General Science
Geography
Geological Science
Health Education
Home Economics
Legal Studies
Media Studies
Physical Education
Physical Science
Professional Typing
Religion Studies
Shorthand Speed and Stenography
Social Studies
Technical Drawing Practical
Technology Studies (2-unit options):
- Analogue Electronics
- Applied Graphics
- Automotive Maintenance
- Buildings and Structures
- Computer Control
- Concrete and Masonry
- Creative Woodwork
- Digital Electronics
- Electricity
- Energy Technology
- Engineering Materials
- Furniture Construction
- Mechanisms and Machines
- Metal Machining
- Outdoor Construction
- Photography (Practical)
- Plastics Technology
- Power Technology
- Technical Graphics
- Technology and Society
- Welding and Fabricating
- Workshop Practice

BEST COPY AVAILABLE

OTHER INTERNATIONAL EDUCATION PUBLICATIONS

Available from AACRAO (Member prices are followed by nonmember prices)

WORLD EDUCATION SERIES: Australia (1983) 276pp. $8/$12; **Austria** (1987) 176pp. $15/$20; **Belgium** (1985) 192pp. $8/$12; **Colombia** (1984) 144pp. $8/$12; **Dominican Republic** (1987) 136pp. $8/$12; **Egypt** (1988) 112pp. $15/$20; **Federal Republic of Germany** (1986) 192pp. $15/$20; **France** (1988) 252pp. $15/$20; **Greece** (1982) $8/$12; **Haiti** (1985) 128pp. $8/$12; **Iraq** (1988) 192pp. $15/$20; **Japan** (1989) 176pp. $20/$25; **Malaysia** (1986) 184pp. $15/$20; **Mexico** (1982) 288pp. $8/$12; **Netherlands** (1984) 208pp. $8/$12; **New Zealand** (1981) 96pp. $8/$12; **Peru** (1983) 132pp. $8/$12

Guide for International Admissions and Evaluation Officers (1985). A handbook of policies and procedures for international admissions with sample forms and letters. 432pp. $15/$20

International Academic Credentials Handbook, Volume I (1988). A review of credentials from Australia, Ecuador, Germany, Ghana, Greece, India, Italy, Kenya, Lebanon, Mexico, People's Republic of China, Philippines, Switzerland, Taiwan, and Tanzania, with recommendations for placement of students in U.S. institutions. 566pp. $15/$20

International Academic Credentials Handbook, Volume II (1990). A look at the benchmark credentials of Argentina, Bangladesh, Brazil, Canada (Manitoba, Ontario, Saskatchewan, Cyprus, El Salvador, Ethiopia, Finland, Indonesia, Jordan, Netherlands/Antilles, New Zealand, Panama, South Africa, Sweden, United Kingdom, and Zimbabwe, with sample documents and placement recommendations. 560pp. $20/$25

Norway (1985). A guide to the admission and placement of Norwegian students in U.S. institutions. 108pp. $9

Registrar's Guide for International Student Services (1987). Outlines policies and procedures for handling such issues as record authenticity, credit evaluations, currency exchanges, health insurance, grade reports, and academic dismissal. 22pp. $4/$6

"Education on the Island of Cyprus" (1990). Special Report. $10

"The Educational System of Australia: An Update of the 1983 World Education Series Volume (1990). Special Report. $12

Please add $2.50 shipping and handling for AACRAO publications.

* * * * * * * * *

PIER Publications Available from NAFSA: Association of International Educators, 1860 19th Street, NW, Washington, DC 20009

The Admission and Placement of Students from Bahrain, Oman, Qatar, United Arab Emirates, and Yemen Arab Republic (1984). 114pp. $7.95

The Admission and Placement of Students from Bangladesh, India, Pakistan, and Sri Lanka (1986). 370pp. $10.95

The Admission and Placement of Students from Central America (1988). Focuses on Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. 236pp. $12

The Admission and Placement of Students from Canada (1989). 560pp. $15

The Admission and Placement of Students from Hungary (1990) 128pp. $15

SOUTH AUSTRALIA

Table 19: Publicly examined subjects — grade distribution: 1987

Subject	A 20–17 F	A 20–17 M	B 16–14 F	B 16–14 M	C 13–11 F	C 13–11 M	D 10–8 F	D 10–8 M	E 7-0 F	E 7-0 M	Partial* Assessments F	Partial* Assessments M	Total F	Total M	Grand total
Accounting P	132	146	365	375	464	542	238	295	152	207	30	39	1381	1604	2985
Agricultural Science	5	5	12	22	5	26	7	9	0	4	0	0	29	66	95
American History	5	22	19	24	24	17	10	6	6	5	1	2	65	76	141
Ancient History	6	18	7	29	22	17	6	8	4	2	1	2	46	76	122
Art P	132	32	320	107	258	132	110	76	53	57	10	23	883	427	1310
Australian History	132	53	342	137	490	225	209	97	83	46	42	22	1298	580	1878
Biology	351	182	1023	484	1293	714	660	382	382	247	92	54	3801	2063	5864
Chemistry	183	380	418	679	410	684	223	396	167	336	8	35	1409	2510	3919
Classical Studies	92	26	287	67	324	101	103	44	70	18	26	12	902	268	1170
Drama P	47	6	137	36	150	49	57	20	16	14	11	1	418	126	544
Dutch	0	0	3	1	1	0	0	0	0	0	0	0	4	1	5
Economics	132	182	492	502	645	732	310	362	157	204	32	58	1768	2040	3808
English P	559	200	1796	801	1269	847	303	269	72	126	79	53	4078	2296	6374
English As a Second Language	59	46	214	195	190	265	58	143	15	54	5	5	541	708	1249
French	82	22	136	33	115	22	22	3	7	3	3	0	365	83	448
Geography P	106	222	401	456	503	583	258	254	119	117	26	37	1413	1669	3082
Geology	33	49	117	119	125	159	54	91	39	49	10	22	378	489	867
German	64	30	121	39	92	22	23	7	5	2	2	0	307	100	407
Hungarian	0	0	2	2	0	0	0	0	0	0	0	0	2	2	4
Indonesian	8	7	15	8	12	5	4	3	0	1	0	0	39	24	63
Italian	57	10	81	27	35	33	9	6	2	1	2	0	186	77	263
Japanese	11	7	14	5	18	4	7	4	1	3	0	0	51	23	74
Khmer	7	13	1	3	0	0	0	0	0	0	0	1	8	17	25
Latin	0	10	0	7	0	4	0	2	0	1	0	0	0	24	24
Latvian	0	0	1	1	2	1	1	0	0	0	0	0	4	2	6
Legal Studies P	64	36	156	115	162	117	77	51	31	35	20	14	510	368	878
Lithuanian	2	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Malaysian	26	10	143	100	50	82	18	34	5	26	0	1	242	253	495
Mathematics 1	139	348	259	483	294	576	181	366	110	298	3	21	986	2092	3078
Mathematics 2	144	381	247	499	316	543	142	301	132	345	3	21	984	2090	3074
Mathematics 1S	258	220	535	410	776	615	460	413	319	422	22	41	2370	2121	4491
Medieval History	5	3	7	8	6	7	3	5	4	1	5	2	30	26	56
Modern European History	127	66	270	145	341	211	162	93	74	51	28	17	1002	583	1585
Modern Greek	44	14	70	42	29	39	2	6	2	2	0	0	147	103	250
Modern Standard Chinese	28	20	26	25	12	14	5	1	1	0	2	3	74	63	137
Modern World History	22	6	69	22	90	39	22	13	5	9	1	1	209	90	299
Music History and Literature	18	5	43	11	34	14	17	9	6	7	2	0	120	46	166
Music Performance and Theory	47	23	113	56	76	50	25	16	6	2	3	0	270	147	417
Physics	191	507	329	752	357	823	177	438	87	319	8	42	1149	2881	4030
Polish	6	8	2	3	0	1	1	0	0	1	0	0	9	13	22
Politics P	8	5	13	13	12	11	4	5	3	1	1	4	41	39	80
Religion Studies P	8	2	11	3	18	1	8	2	10	0	10	5	65	13	78
Russian	2	2	1	3	0	1	1	0	0	0	0	0	4	6	10
Serbo-Croatian	1	0	1	0	0	0	0	0	0	0	0	0	2	0	2
Spanish	4	5	4	2	2	1	0	1	0	0	0	1	10	10	20
Ukrainian	4	0	0	2	1	0	0	0	0	0	0	0	5	2	7
Vietnamese	25	34	16	35	1	7	0	0	0	0	1	4	43	80	123
Total	3376	3363	8639	6888	9024	8336	3977	4231	2145	3016	489	543	27650	26377	54027

Source: Senior Secondary Assessment Board of South Australia
"Annual Report 1987."

BEST COPY AVAILABLE

SOUTH AUSTRALIA

Table 20 School-assessed subjects (full-year) — grade distribution, 198[illegible]

Subject	A 20–17 F	A 20–17 M	B 16–14 F	B 16–14 M	C 13–11 F	C 13–11 M	D 10–8 F	D 10–8 M	E [illegible]–0 F	E [illegible]–0 M	Total F	Total M	Grand total
Accounting	99	33	225	97	181	131	5[illegible]	58	[illegible]5	32	60[illegible]	351	955
Agriculture													
Agriculture	6	19	9	30	2	17	0	3	1	3	18	72	90
Agricultural Commerce	3	17	1	38	2	16	0	[illegible]	0	2	6	—	83
Agricultural Humanities	2	11	2	26	2	26	1	9	0	5	[illegible]	—	8[illegible]
Agricultural Principles	2	13	3	[illegible]2	2	25	2	[illegible]	0	1	9	88	9[illegible]
Agricultural Technology	0	1	2	22	3	32	2	12	0	10	[illegible]	[illegible]	8[illegible]
Applied Agriculture	2	9	3	32	[illegible]	38	0	11	0	1	9	91	100
Ancient Studies	5	0	22	1	10	6	2	6	3	[illegible]	[illegible]2	20	62
Applied Languages													
English As a Second Language	6	3	11	[illegible]	3	7	1	[illegible]	1	2	22	20	[illegible]2
French	0	0	[illegible]	0	1	1	0	0	0	0	5	1	6
German	0	0	0	0	1	0	0	0	0	0	1	0	1
Indonesian	0	0	1	0	1	0	0	0	0	0	2	0	2
Italian	12	0	19	0	3	1	2	1	0	0	36	2	38
Serbo-Croatian	0	0	1	1	0	0	0	1	0	0	1	2	3
Applied Mathematics	49	29	153	12[illegible]	240	252	109	1[illegible]	82	123	633	6[illegible]	1309
Art Practical and Theory	96	2[illegible]	18[illegible]	63	19[illegible]	90	92	91	8[illegible]	101	653	369	1022
Australian Economic Studies	18	9	[illegible]7	55	61	70	21	30	9	12	150	176	332
Australian Studies	2[illegible]	10	68	3[illegible]	[illegible]7	38	23	1[illegible]	21	20	186	119	305
Biological Science	126	35	308	100	465	292	111	8[illegible]	31	35	10[illegible]1	5[illegible]6	158[illegible]
Business Mathematics	116	58	28[illegible]	170	316	239	132	129	[illegible]7	9[illegible]	925	693	1618
Business Studies	35	10	108	46	135	48	49	29	32	13	359	146	505
Communication for the Hearing-Impaired	0	1	2	1	1	1	0	0	0	0	3	3	6
Computing Studies	18	11	80	58	80	111	5[illegible]	[illegible]3	53	95	285	3[illegible]8	633
Contemporary World History	28	13	9[illegible]	3[illegible]	[illegible]7	52	26	25	2[illegible]	26	2[illegible]9	150	399
Craft Practical and Theory	9	2	2[illegible]	2	2[illegible]	6	10	[illegible]7	16	10	86	2[illegible]	113
Dance	7	0	9	2	11	0	5	0	1	0	33	2	35
Design Practical and Theory	11	10	20	2[illegible]	22	46	12	26	11	46	[illegible]6	152	228
Drama	28	5	68	16	52	18	18	[illegible]	1[illegible]	1[illegible]	180	60	2[illegible]0
English	5[illegible]4	135	111[illegible]	498	56[illegible]	609	33	56	119	166	2[illegible]0	146[illegible]	38[illegible]1
Environmental Science	0	0	1	0	1	1	0	0	0	0	2	1	3
General Science	7	7	23	15	6[illegible]	66	20	16	5	10	119	11[illegible]	233
General Typing	43	1	303	25	239	42	10[illegible]	16	85	19	[illegible][illegible]	103	8[illegible]
Geography	59	9	13[illegible]	83	8[illegible]	102	2[illegible]	30	11	36	318	266	58[illegible]
Geological Science	1	0	0	1	2	3	3	2	0	0	6	6	12
Health Education	32	1	49	8	31	14	8	10	1[illegible]	10	13[illegible]	43	180
Home Economics	68	2	25[illegible]	6	210	10	95	6	88	10	[illegible]15	3[illegible]	7[illegible]9
Law and Business	0	0	1	0	0	1	0	1	3	1	[illegible]	3	[illegible]
Legal Studies	36	10	122	76	12[illegible]	119	38	63	31	40	351	31[illegible]	668
Media Studies	22	2	21	18	2[illegible]	22	9	23	17	3[illegible]	93	102	195
Music	7	12	22	12	1[illegible]	9	2	1	1	0	[illegible]6	3[illegible]	80
Natural Resources Management	10	5	3[illegible]	20	[illegible][illegible]	3[illegible]	2[illegible]	30	12	25	12[illegible]	11[illegible]	238
Outdoor Education	0	1	3	10	2	5	2	[illegible]	1	6	8	29	3[illegible]
Physical Education	61	61	100	1[illegible]7	66	166	30	73	18	35	2[illegible]5	482	73[illegible]
Physical Science	2	1[illegible]	8	46	[illegible]	13[illegible]	3	66	2	28	22	288	310
Politics	1	0	1	1	0	0	0	2	0	3	2	6	8
Professional Typing	41	0	95	2	62	3	43	1	19	2	260	8	268
Shorthand Speed and Stenography	31	0	3[illegible]	0	42	0	16	1	40	2	163	3	166
Small Business Management	2[illegible]	[illegible]	26	21	19	1[illegible]	6	8	5	6	80	53	133
Social Studies	[illegible]6	[illegible]	122	36	9[illegible]	43	3[illegible]	22	33	42	329	1[illegible]7	476
Technical Drawing Practical and Theory	1	6	2	16	1	25	1	12	1	16	6	75	81
Technical Studies	0	0	0	3	0	1	0	0	0	0	0	[illegible]	[illegible]
Technology Studies													
Electricity	0	1	0	2	0	12	0	8	0	3	0	26	26
Furniture Construction	0	6	1	23	2	36	2	8	2	11	[illegible]	8[illegible]	91
Metal Machining	0	0	0	5	0	8	0	1	0	2	0	16	16
Photography	0	1	1	0	1	1	0	0	0	0	2	2	[illegible]
Photography (practical)	3	4	5	6	10	8	1	2	0	6	19	26	45
Power Technology	0	2	0	4	0	5	0	1	0	2	0	1[illegible]	1[illegible]
Welding and Fabricating	0	0	0	1	1	2	0	2	0	[illegible]	1	9	10
Workshop Practice	0	[illegible]	0	6	0	12	0	[illegible]	0	[illegible]	0	33	33
Total	1[illegible]7[illegible]	615	4240	2116	36[illegible]8	30[illegible]0	122[illegible]	1260	1015	1190	1190[illegible]	8251	20155

Source: Senior Secondary Assessment Board of South Australia "Annual Report 1987."

SOUTH AUSTRALIA

Table 21 School-assessed subjects (half-year) — grade distribution, 198[illegible]

Subject	A 20–17 F	A 20–17 M	B 16–14 F	B 16–14 M	C 13–11 F	C 13–11 M	D 10–8 F	D 10–8 M	E [illegible]–0 F	E [illegible]–0 M	Total F	Total M	Grand total
Accounting	11	1	40	8	2[illegible]	18	16	11	6	12	100	50	150
Advanced Word Processing	13	0	86	2	81	5	31	2	20	0	231	9	240
Agriculture													
Agricultural Practice	5	42	2	38	0	5	0	2	0	0	[illegible]	8[illegible]	9[illegible]
Applied Mathematics	0	2	1	8	5	11	0	[illegible]	0	1	6	26	32
Art Practical	1	0	6	2	[illegible]	3	3	[illegible]	3	[illegible]	1[illegible]	10	3[illegible]
Australian Economic Studies	0	1	5	2	6	13	1	5	1	0	13	21	3[illegible]
Australian Studies	7	1	11	[illegible]	11	[illegible]	3	[illegible]	3	6	35	19	5[illegible]
Basic Word Processing	52	1	19[illegible]	25	160	41	62	32	46	23	51[illegible]	122	639
Biological Science	5	2	9	10	22	1[illegible]	12	9	15	11	63	49	112
Business Studies	13	2	38	5	33	12	9	[illegible]	[illegible]	3	9[illegible]	29	12[illegible]
Computing Studies	7	0	35	26	18	16	12	9	12	12	8[illegible]	63	1[illegible]
Contemporary World History	1	2	3	5	3	2	1	3	1	0	9	12	21
Craft Practical	0	0	[illegible]	0	5	2	1	2	3	0	13	[illegible]	1[illegible]
Design Practical	0	0	1	2	0	3	0	2	1	3	2	10	12
Drama: Group Production	1	0	2	0	1	2	0	0	0	0	[illegible]	2	6
Drama: Individual Project	1	1	1	0	0	0	0	0	0	0	2	1	3
Environmental Science	0	0	1	0	3	0	0	0	0	0	[illegible]	0	[illegible]
General Science	0	0	0	0	2	0	2	0	0	1	[illegible]	1	5
Geography	[illegible]	1	[illegible]	2	1	[illegible]	1	1	0	0	10	8	18
Geological Science	3	3	3	[illegible]	[illegible]	6	[illegible]	[illegible]	3	1	1[illegible]	18	3[illegible]
Health Education	1	0	3	1	[illegible]	3	3	1	3	6	1[illegible]	11	25
Home Economics	1	0	9	0	11	2	[illegible]	2	8	[illegible]	36	8	[illegible][illegible]
Legal Studies	3	1	19	6	1[illegible]	8	11	1	8	6	58	22	80
Media Studies	0	0	1	0	1	0	1	0	1	0	[illegible]	0	[illegible]
Physical Education	0	0	2	1	[illegible]	3	3	1	0	0	9	5	1[illegible]
Physical Science	0	1	0	6	11	9	[illegible]	[illegible]	2	8	1[illegible]	28	4[illegible]
Professional Typing	20	0	52	1	58	0	49	3	15	2	19[illegible]	6	200
Shorthand Speed and Stenography	10	0	10	0	24	1	23	0	28	0	95	1	9[illegible]
Social Studies	0	0	0	0	0	1	0	0	1	0	1	1	2
Technical Drawing Practical	0	3	1	0	0	[illegible]	0	2	0	2	1	11	12
Technology Studies													
Analogue Electronics	0	9	1	16	1	11	0	6	0	12	2	[illegible][illegible]	56
Applied Graphics	0	1	1	8	1	7	0	13	2	12	[illegible]	[illegible]1	[illegible]5
Automouve Maintenance	1	5	1	39	1	31	1	9	1	8	5	92	9[illegible]
Buildings and Structures	0	0	0	0	0	2	0	3	0	1	0	6	6
Computer Control	0	2	0	2	0	7	0	2	0	0	0	13	13
Concrete and Masonry	0	1	0	15	1	26	2	13	0	3	3	58	61
Creative Woodwork	2	5	[illegible]	19	[illegible]	3[illegible]	1	15	1	35	12	111	123
Digital Electronics	0	16	0	11	0	[illegible]	0	2	0	3	0	36	36
Electricity	0	1	2	21	0	2[illegible]	0	15	0	8	2	69	71
Energy Technology	0	0	0	0	0	0	0	1	0	0	0	1	1
Engineering Materials	0	1	0	3	0	0	0	0	0	0	0	[illegible]	[illegible]
Furniture Construction	1	9	[illegible]	76	7	8[illegible]	0	3[illegible]	3	53	15	262	2[illegible]
Mechanisms and Machines	0	0	0	1	0	1	0	3	1	10	1	1[illegible]	16
Metal Machining	0	0	0	5	2	7	0	9	0	5	2	26	28
Outdoor Construction	1	1	0	16	1	31	0	1[illegible]	0	[illegible]	2	69	71
Photography (practical)	1	1	9	2	[illegible]	12	8	11	[illegible]	13	29	39	68
Plastics Technology	0	1	0	5	0	12	0	5	0	3	0	26	26
Power Technology	0	10	0	3[illegible]	3	36	0	10	0	8	3	9[illegible]	101
Technical Graphics	0	1[illegible]	5	3[illegible]	[illegible]	[illegible]2	1	31	1	2[illegible]	11	1[illegible]5	1[illegible]6
Technology and Society	0	0	3	0	2	0	2	0	5	0	12	0	12
Welding and Fabricating	0	3	0	18	1	[illegible]5	1	1[illegible]	1	11	3	9[illegible]	9[illegible]
Workshop Practice	0	1	2	[illegible]5	0	5[illegible]	0	49	0	26	2	1[illegible]	176
Total	165	[illegible]48	578	532	551	670	2[illegible]5	3[illegible]3	203	3[illegible]0	1[illegible]2	2[illegible]3	3[illegible]5

Source: Senior Secondary Assessment Board of South Australia
"Annual Report 1987."

BEST COPY AVAILABLE

SSABSA

SENIOR SECONDARY ASSESSMENT BOARD OF SOUTH AUSTRALIA

YEAR 12
CERTIFICATE OF ACHIEVEMENT

This is to certify that

CANDIDATE'S NAME

has completed studies as indicated below

APPROVED SUBJECTS	LEVEL OF ACHIEVEMENT	General Experience Subjects
FULL YEAR		
ACCOUNTING	77	Driver Education
BIOLOGY	74	Leadership Training
ENGLISH	C	.....
MATHEMATICS 1S	69	
HALF YEAR		
DRAMA	A	
SCIENCE - ENVIRONMENTAL	D	
.....		

Candidate No 543211 Date JANUARY 1985

Graeme V. Speedy
Director

ISSUED WITHOUT ALTERATION OR ERASURE

ACCOUNTING - A subject that develops an understanding of the social role of accounting. Students apply theory to accounting practice, and can use financial information in decision making. Students study the function of accounting in small business management and develop a basis for informed career choice. Final assessment is by 75% external examination and 25% moderated school assessment.

BIOLOGY - A subject that develops knowledge of plant physiology, animal physiology, cell biology, reproduction, genetics and evolution. Students are encouraged to apply scientific methods to the solution of problems, to collect and evaluate data and to undertake experimental exercises. They often work and communicate with others on group tasks. Final assessment is by 75% external examination and 25% moderated school assessment.

ENGLISH - A subject that develops confidence and competence in using the English language. This is achieved through reading, writing, viewing, listening and speaking in appropriate ways for different purposes. Studies cover prose, poetry, drama, and print and electronic media. Students complete a large number of writing, reading and oral language tasks during the year. School results are inspected and adjusted by a Moderating Panel to ensure adherence to SSABSA's state-wide standard.

MATHEMATICS 1S - A subject that requires students to demonstrate a knowledge of measurement, geometry, complex numbers, matrices, probability functions and their graphs. Formal teaching methods stress the importance of applying this mathematical knowledge to other subjects. Final assessment is by 75% external examination and 25% moderated school assessment.

DRAMA - A subject which encourages responsibility and initiative. It requires verbal fluency, enthusiasm and commitment, and the ability to work with others to deadlines. Tasks include group productions, and independent project and written work. Results are inspected and adjusted to ensure adherence to SSABSA's state-wide standard.

SCIENCE - ENVIRONMENTAL - A subject which develops problem solving skills and critical thinking within an environmental context. Students collect, manipulate and interpret data, devise and conduct experiments, and interpret and use diagrams, charts and graphs. School results are inspected and adjusted by a Moderating Panel to ensure adherence to SSABSA's state-wide standard.

Candidate No 543211 Date JANUARY 1985

SSABSA

ISSUED WITHOUT ALTERATION OR ERASURE

BEST COPY AVAILABLE

The examples shown here of the Year 12 Certificate of Achievement and the Higher Education Entrance Scores report are for the same student.

SAMPLE ONLY

SSABSA

SENIOR SECONDARY ASSESSMENT BOARD OF SOUTH AUSTRALIA

YEAR 12
CERTIFICATE OF ACHIEVEMENT

This is to certify that *has completed studies as indicated below*

ACCREDITED SUBJECTS	SUBJECT ACHIEVEMENT SCORES	
FULL-YEAR		
AUSTRALIAN HISTORY	11 COMPETENT ACHIEVEMENT	C
BIOLOGY	15 HIGH ACHIEVEMENT	B
CLASSICAL STUDIES	11 COMPETENT ACHIEVEMENT	C
ENGLISH P	19 VERY HIGH ACHIEVEMENT	A
GEOGRAPHY P	16 HIGH ACHIEVEMENT	B
**********		

Registered Subjects

Catholic Religious Education
****

Candidate No.

Director

Date JANUARY 1988

SSABSA

ISSUED WITHOUT ALTERATION OR ERASURE

Candidate No

Date JANUARY 1988

HIGHER EDUCATION ENTRANCE SCORES

If you have asked SSABSA to calculate a Higher Education Entrance Score, this attachment contains printed scores provided for that purpose. At your request, the information has also been sent to the South Australian Tertiary Admissions Centre (SATAC) for use by the higher education institutions which you have applied to enter.

SATAC will contact you about the outcome of your application. You should address all questions about your eligibility for entry to the admissions office of the institution(s) concerned. Please note that although the institutions currently use an adjusted total score of 59 as a threshold of eligibility, quota systems are used for most courses, and higher scores are often needed for selection.

SAMPLE ONLY

The higher education institutions base their entry procedures upon aggregate (or total) scores from your best five subjects. Your marks have been adjusted by processes devised by the institutions to produce a total score as shown below. The intention is to produce comparability across subjects. You should see the back of this section for information about the adjustment processes, and for the particular requirements of individual institutions. Briefly the adjustments take the following forms:

- for publicly-examined subjects (PES), the original marks in each subject undergo a cross-subject scoring process
- for school-assessed subjects (SAS), the Subject Achievement Score in each subject is reduced by 2 points (Note that for some institutions these scores are then further reduced. See the back for details)

Note: The adjusted subject scores then become components of a 'best five' total prepared for selection ranking purposes. The components do not show your actual subject achievements related to syllabus objectives.

YOUR ADJUSTED SCORES

1988 Totals

Best 5 Subjects 67 Best 5 (PES Only) 67 Best 5 (PES, Matriculation total) 67

Approximate Subject Components

For your information, the adjusted subject components which make up the total(s) are shown below as whole numbers on a scale of 0-20. They are in the same order as on the Certificate. For PES, the numbers are shown after rounding-off.

The figure shown in < > after the components is the rounding-off effect. This may be positive, negative or zero. To check your Best 5 Subjects total, add the best five components and the rounding-off effect.

10 ; 18 ; 11 ; 17 ; 15 <0.5>

Combined 1987-8 Totals (where applicable)

Best 5 Subjects 67 Best 5 (PES Only) 67 Best 5 (PES, Matriculation total) 67

(If this is your second successive assessment for Year 12 subjects, and you gained scores in five 'current' subjects or their equivalent in 1987, then the totals shown in each category are the highest that can be obtained from your 1987 and 1988 results. Subject components from 1987 are shown on the attachment to the SSABSA Certificate sent to you in January 1988.)

Candidate No Date JANUARY 1988

ISSUED WITHOUT ALTERATION OR ERASURE

BEST COPY AVAILABLE

Secondary Education in Tasmania

It has been difficult to obtain updated information on secondary education in Tasmania. As of 1988, it appears that in Tasmania, the School Certificate and the Higher School Certificate/HSC are still the documents awarded by the Schools Board of Tasmania upon completion of single subjects or an entire junior or senior secondary program. The HSC, except in a few cases, is awarded after two years of study, and indicates subjects completed, level at which each was studied, and the grade awarded. To summarize the discussion in the 1983 volume, Level III subjects are designed to provide the necessary preparation for tertiary study. Level II subjects are either preparatory to Level III subjects or terminal subjects. For each subject assessed, grades are as follows: C (credit), H (higher pass), P (pass), L or LP (lower pass), N (failure). The HSC is issued to each student by the Schools Board, reporting results in all subjects or units approved by the Board, in which the student receives an award of LP or better.

Proposals for Change

As in other states, Tasmania has undertaken a review of its secondary program, including certification practices. In the early 1980s, the Schools Board adopted as its position a statement which referred to the "right of all students to a centrally authenticated statement of their school achievements." Therefore it appears that the Board may have already implemented, or will implement, a certification system that will recognize students' achievements with a school leaver statement in Years 9-12, at any point that they exit. The certification program envisioned will emphasize continuity of secondary education through to Year 12, rather than reinforce the two-phase organization of the secondary system into high schools and secondary colleges that currently exists in Tasmania. As such it will prove more useful to the community at large, and especially employers.

The proposal which appears to have come forward from study groups is to implement syllabuses beginning in 1990 that would lead to a single Tasmanian Certificate of Education (TCE). The proposed TCE would be issued by the Schools Board of Tasmania upon request by students in Year 9 in 1990, and subsequently in Years 10 through 12.

Program of Study. Three types of syllabuses are being developed by the Schools Board: Group A, Group B, and Group C. Group A syllabuses are for courses less than one year in length. They will provide 25 hours of instruction in Years 9 and 10, and 50 hours in Years 11 and 12.

Group B syllabuses are generally for full year courses. They will provide 100 hours of instruction in Years 9 through 12.

Group C syllabuses are full year courses designed primarily for students planning to continue the subject at the tertiary level. They provide 150 hours of instruction in Years 11 and 12 (and may be taken in other years with approval by the Board).

Certification and Grading. At the end of each year, starting at Year 9, it is proposed that students will receive a statement of results to include the grades which the schools recommend to the Board. At any point they leave school, they will be eligible for the proposed TCE with the results, which have been accumulated by the Board, recorded. Still under discussion is whether there should be some kind of completion standard and a statement to that effect included on the TCE. If included, it would be for all students, not just those who have completed tertiary-preparatory subjects.

The current system of norm-based assessment has come under criticism, and the proposed system for the TCE will be criteria-based. Students' achievements would be judged against a 4- or 5-point scale. One grading scale that has been proposed is as follows:

OA Outstanding achievement
HA High achievement

SA Satisfactory achievement
CC Course completed.

The last category will be used for students who complete the course with reasonable attendance and a conscientious attempt at assigned tasks, but who do not attain the threshold for an achievement award.

Currently Year 9 and 10 assessments are done in the schools themselves with outside moderation to ensure some comparability among teachers in marking subjects. Assessment in Years 11 and 12 is partly school-based and partly external, with three-hour external examinations for Level III subjects (those which prepare students for tertiary entrance), to provide the external results used in grading. It appears that there will be no change in this model when the TCE is implemented, except in the three-hour examinations.

Matriculation Requirements. The tertiary sector has been involved in the development of the TCE; however, as yet there has not been a final decision on the requirements for tertiary entrance. It appears that matriculation might involve three stages, requiring each of the following:

- Satisfactory completion of Year 12 (assuming a completion standard is implemented).
- Satisfactory completion of some number or arrangement of Group C subjects.
- Where applicable, the stated prerequisites for tertiary courses of study.

Current matriculation requirements for the University of Tasmania are probably as stated in the 1983 volume: six subjects as follows—a grade of C (credit) or P (pass) in four Level III subjects, plus two additional subjects which may include Level II subjects, Level III subjects with a grade of LP (lower pass), and selected technical/TAFE subjects, approved for the HSC. In addition, its Faculty of Medicine requires more precise information on students so that they can be ranked for selection into the relatively few available places. Therefore, an aggregate score in certain prerequisites is calculated with additional points for Level III subjects. The university also calculates an aggregate score in order to produce a scholarship list of Tasmania's top 50 students.

Admission to the Tasmanian CAE requires a grade of C (credit) or P (pass) in four Level III subjects, as well as completion of Year 12. (It is possible for students to complete enough Level III courses in Year 11 to qualify for tertiary entrance after only one year of upper secondary school.)

Sources

Cropley, Murray, *Changes in Certificates Across Australia*, Curriculum Concerns—Newsletter of ACSA. Volume 5, No. 1, March 1988.

McGaw, Barry and Hannan, Bill, *Certification in Upper Secondary Education*, Commonwealth Schools Commission, Canberra, Australia, 1985.

BEST COPY AVAILABLE

Secondary Education In Victoria

Since the 1983 WES volume, major changes have been/are being implemented in Victoria following recommendations of the Ministerial Review of Postcompulsory Schooling (the Blackburn Report) published in 1985. The primary goal of the recommendations is to improve the retention rate of Victorian students to the end of Year 12, primarily through the provision of a more systematic and coherent two-year (four-semester) curriculum of challenging as well as attractive subjects and units.

The first step was to replace the Victorian Institute of Secondary Education (VISE) with a new authority, the Victorian Curriculum and Assessment Board (VCAB). This change occurred in 1986. Therefore, on certificates appearing in 1987 and after, VCAB is the issuing authority, and the Victorian Certificate of Education (VCE) is the award earned.

Program of Study, Certificates, and Grading, 1987-1991

Prior to implementation of the new curriculum (see below), the upper secondary program of study will remain similar to the one-year program described in the 1983 WES volume, although the nomenclature has changed. The HSC program of Group 1 and Group 2 subjects, Group 2 single semester units, and Group 2 approved study structures courses (including the "STC" course—Schools Year 12 and Tertiary Entrance Certificate), is now called the VCE(HSC) program. Group 1 subjects are externally-examined; Group 2 subjects are assessed by the schools. Approved study structures are complete Year 12 courses of study consisting of a range of subjects often closely related to one another (e.g., business, fine arts). Students participate in course design and management, cooperative assessment techniques and work education. Approved study structures are assessed by the schools which teach them. One approved study structure is the STC course (Schools Year 12 and Tertiary Entrance Certificate). Students who successfully complete the STC course in Year 12 are eligible for tertiary entrance in Australia.

The Technical Year 12 program of vocational and educational interest subjects negotiated between students and teachers is now the VCE(T12) program. The Tertiary Orientation Program/TOP, specifically designed to provide prerequisite skills and knowledge for tertiary study, is now the VCE(TOP) program. These one-year course programs will be available for the last time in 1991. Normal completion requirements for these programs are as follows:

VCE(HSC). At least eight different Year 12 semester units per year/four per semester are required, with grades of A-D, or S (satisfactory)/N (not satisfactory). Two semester units must be from an approved English subject, and usually at least six of the additional semester units must be from three subjects (i.e., the same subject studied over two semesters). A semester unit takes 55-60 hours of class time to complete. (Under certain disadvantaged circumstances, a candidate who has A-D or S in less than the required number of units may be "compensated" for an assessment in one subject [two semester units] which is just below the satisfactory level.)

VCE(TOP). A pass (grades A-D) in English and three other subjects. A VCE(TOP) program consists of 32-36 weeks of organized work with a minimum of 20 hours of directed learning each week. (For an example of the Statement of Results earned, see the end of this section on Victoria—V-3.)

VCE(T12). A minimum of 10 semester units. Each unit is a semester in length and involves 55-60 hours of student participation. Students who satisfactorily complete 8 semester units including 2 in English will receive the VCE.

Units may be accumulated over a period of time for some of the programs. In such cases, the Statement of Results will indicate the different years in which the units/subjects were completed.

In addition to the programs or courses already described, the possibility also exists for some students to obtain their VCE by studying approved "composite" courses. These are combinations of VCE(HSC) Group 1 or 2 subjects and VCE(TOP) subjects. For schools to offer such programs, they must have

obtained VCAB approval. Requirements for completion are: 4 subjects (8 units) including an approved English subject.

Certificates

The certificates issued by VCAB are the Victorian Certificate of Education (VCE) and the Statement of Results. The Statement of Results is issued in two parts—A and B. For the years 1987-1991, the certificates issued represent the one-year VCE (HSC, T12, or TOP) program.

The Victorian Certificate of Education/VCE is issued only to those students who satisfactorily complete a Year 12 program of study and only certifies program completion. Because no subjects or results are listed, it is not a particularly useful credential for admissions officers and evaluators, except for those that only require evidence of completion of a secondary program of study. (See V-1 at the end of this section on Victoria.) The VCE is issued in January following completion of the November/December examinations.

The Statement of Results is issued in early January for VCE(HSC) or VCE(TOP) results, and in December for VCE(T12) results. Statement of Results A lists only those subjects that have been satisfactorily completed, and includes only the highest grade when the subject has been completed more than once. Statement of Results B lists all subjects in which the student is examined. Admissions officers and evaluators who require a complete record of all subjects/units attempted should require students from Victoria to submit both parts of the Statement of Results, A and B. Part A will suffice when only proof of high school completion is needed, as will the VCE alone. For examples comparing these two versions of the same achievement, see V-2 at the end of this section.

In the Statement of Results showing results in VCE(HSC) and VCE(TOP) subjects, part A reports a letter grade and part B reports the numerical grade. For VCE(HSC) approved study structures and VCE(T12), letter grades are reported in both parts.

Any candidate who is assessed will be issued a Statement of Results, even if in only one subject. This is known as a partial results statement. A completion statement will appear on the Statement of Results (both A and B) of candidates who have satisfactorily completed all requirements for a VCE program of study. (See the examples provided at the end of this section on Victoria—V-2 and V-3.) When different years are listed on the Statements of Results, it is an indication that the student earned the results over more than one sitting.

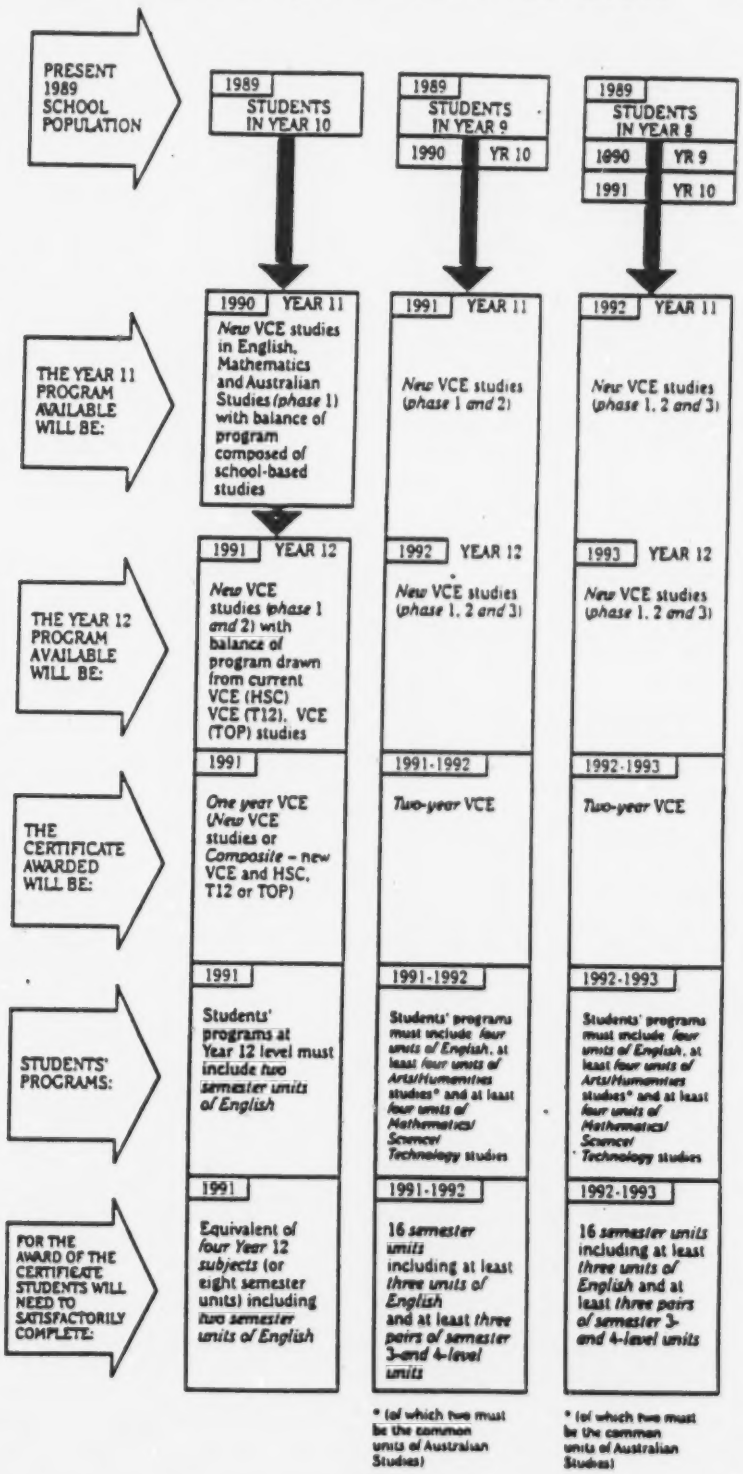
The certificates carry an indicator regarding the type of course, or more precisely, the mode of assessment in the course:

< > = Grades based on standardized marks.
X = Same grading system but marks not standardized.
# = Grades based on the level of achievement of the competencies specified in the accredited course description: A (very high), B (high), C (very satisfactory), D (satisfactory), E (low), F (very low).
= As for # above, and a descriptive assessment has been issued.
[ ] = Assessment based on performance: S = satisfactory completion; N = unsatisfactory.
+ = As for [ ] above, and a descriptive assessment has been issued.

Program of Study, Certificates, and Grading Beginning 1990

See the chart on the following page for an outline of the phasing-in of the new VCE 1990-92. While the new two-year VCE program will be phased in over the three-year period 1990-92, it will be implemented in full mostly for those students who begin Year 11 in 1991. In 1990, plans are to offer for some Year 11 students the first year of three courses: English, Mathematics, and Australian Studies. The majority of studies will be added to the curriculum in 1991. By 1992, it is expected that the new curriculum will be

Summary of the Phasing-In of the New VCE, 1990-92


PRESENT 1989 SCHOOL POPULATION
1989 STUDENTS IN YEAR 10
1989 STUDENTS IN YEAR 9
1990 YR 10
1989 STUDENTS IN YEAR 8
1990 YR 9
1991 YR 10
THE YEAR 11 PROGRAM AVAILABLE WILL BE:
1990 YEAR 11
New VCE studies in English, Mathematics and Australian Studies (phase 1) with balance of program composed of school-based studies
1991 YEAR 11
New VCE studies (phase 1 and 2)
1992 YEAR 11
New VCE studies (phase 1, 2 and 3)
THE YEAR 12 PROGRAM AVAILABLE WILL BE:
1991 YEAR 12
New VCE studies (phase 1 and 2) with balance of program drawn from current VCE (HSC) VCE (T12), VCE (TOP) studies
1992 YEAR 12
New VCE studies (phase 1, 2 and 3)
1993 YEAR 12
New VCE studies (phase 1, 2 and 3)
THE CERTIFICATE AWARDED WILL BE:
1991
One year VCE (New VCE studies or Composite – new VCE and HSC, T12 or TOP)
1991-1992
Two-year VCE
1992-1993
Two-year VCE
STUDENTS' PROGRAMS:
1991
Students' programs at Year 12 level must include two semester units of English
1991-1992
Students' programs must include four units of English, at least four units of Arts/Humanities studies* and at least four units of Mathematics/ Science/ Technology studies
1992-1993
Students' programs must include four units of English, at least four units of Arts/Humanities studies* and at least four units of Mathematics/ Science/ Technology studies
FOR THE AWARD OF THE CERTIFICATE STUDENTS WILL NEED TO SATISFACTORILY COMPLETE:
1991
Equivalent of four Year 12 subjects (or eight semester units) including two semester units of English
1991-1992
16 semester units including at least three units of English and at least three pairs of semester 3- and 4-level units
1992-1993
16 semester units including at least three units of English and at least three pairs of semester 3- and 4-level units
* (of which two must be the common units of Australian Studies)
* (of which two must be the common units of Australian Studies)

Source: "Explaining the New VCE." Victorian Curriculum and Assessment Board, 1989.

fully implemented—for the first major group of Year 12 students—with a final group of studies consisting of languages other than English with small enrollments. The new (two-year) VCE—reflecting Year 11 as well as Year 12 results—will be issued for the first time at the end of 1992 (actually dated early January 1993). It will reflect a single Victorian Certificate of Education/VCE program—no longer the HSC, T12, or TOP emphases. (In 1990 a pilot program to test the administration of the new curriculum will be conducted in 70 schools.)

Most students will complete 24 units over Years 11 and 12, although it is possible to do more or fewer units, and to take more time to complete the certificate. A student's program of study must include 4 units of English, 4 units of Arts/Humanities (including Australian Studies 1 and 2), and 4 units of Mathematics/Science/Technology studies. The remaining units may be selected from any of the 44 studies, preferably to satisfy career or higher educational objectives.

In Year 11, students will complete semesters (or units) 1 and 2 of the new studies, and in Year 12, they will complete semesters 3 and 4. Each semester's unit of study has work requirements. Units are graded by the schools as "S" (satisfactory) or "N" (not satisfactory). In addition, Year 12 students must complete a set of common assessment tasks (CATs) for each pair of semesters 3- and 4-level units. Assessment of semesters 3- and 4-level units will be based on externally-set tasks as well as work requirements (at least one task will be done under test conditions for moderation purposes). CATs for each pair of units per study are the same throughout Victoria at this level and include written tests, essays, practical folios, research reports, and worked problems. Levels of achievement are graded A-E (E is the lowest level). No external exams are given.

Certificates and Grading. Beginning in 1991, the following documents are to be included in the "package" of VCE student certification:

The Higher School Certificate/VCE signifies that the student has satisfied the requirements for the award of the two-year VCE: at least 16 semester units—with "S" results—including 3 units of English and three pairs of units at semesters 3- and 4-level (equivalent to three Year 12 subjects). The HSC will take the same form as the current certificate and will not contain any results/grades (and therefore may not be of much assistance to admissions officers who need to review qualitative results in secondary school performance). The formal certificate/VCE will be issued in mid-December, normally through the school or other institution in which the student is enrolled. (See example V-1.)

The Statement of Results provides a cumulative record of results (S or N) for all units undertaken and indicates the year in which the results were obtained. It is issued at the end of each year of enrollment. Upon completion of Year 12 and all requirements for the VCE, it also accompanies the VCE. The Statement of Results will contain a statement regarding satisfactory completion of the VCE (if completed). If a student repeats a unit, only the result obtained in the year of issue will be reported. (See example V-4.)

The Statement of Results: Units at Semester 3 and 4 Level provides a separate statement for each two-unit sequence of studies taken at the semesters 3 and 4. It indicates results (S or N) for each unit and grades and other assessments awarded for each of the CATs. Grades are as follows: A-E (E = low), corresponding to the levels of performance defined by the VCE study design group. Where the level of performance does not meet the criteria associated with the award of a grade A-E, the symbol of "UG" (ungraded) is recorded. Where the CAT was not performed, the symbol of "NA" (not assessed) is recorded. Where consideration of disadvantage has been granted for performance on a CAT, the level of performance is reported by means of a starred symbol: A*-E*, UG*, or NA*.

This detailed description of work completed in each Year 12 subject—tasks, grades, and their descriptors—may be more than many U.S. admissions officers need. See example V-5.

The Summary Statement of Grades Obtained on Common Assessment Tasks for Units at Semesters 3 and 4 Level provides a cumulative record of grades on all CATs. Eligible Year 12 students will receive a cumulative listing of the complete set of grades or other assessments for all CATs. (An example follows this section—V-6.) Where a student repeats a sequence of 3- and 4-level units, only the results in the year of issue will be reported.

Old VCE with New VCE Subjects. For an example of reporting methods when an VCE/HSC student takes the current (new) VCE English, see V-7 at the end of this section.

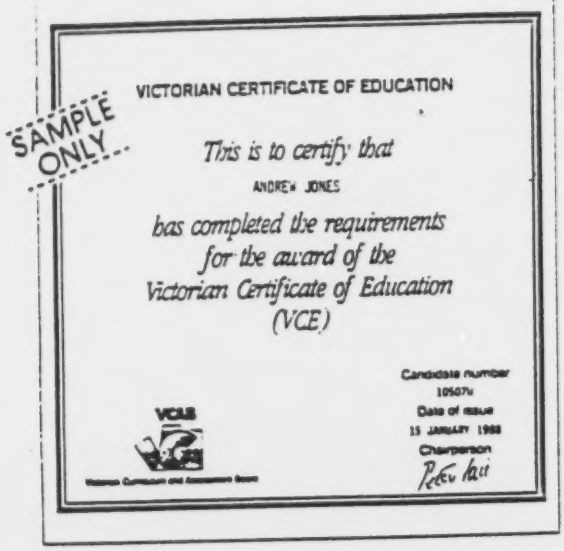
Matriculation Requirements

Through 1991, senior secondary students apply for postsecondary admission through the Victorian Tertiary Admissions Centre/VTAC (formerly the Victorian University Admissions Centre/VUAC). VTAC calculates an admissions score based on the applicant's standardized marks in VCE(HSC) Group 1 subjects. This score enables educational authorities to rank such applicants in order of merit. Generally applicants who, at one sitting, pass four approved VCE(HSC) Group 1 subjects, including English, will satisfy basic entrance requirements of the universities and colleges. Selection directly into a specific course depends on completion of stated prerequisites, the number of places available, the number of students applying, and the score calculated by VTAC. Not all VCE programs are approved as satisfying the entrance requirements of the colleges and universities.

For tertiary selection beginning in 1990, VTAC will convert any CATs reported to letter grades so that it can use them for standardization procedures in the same way that results in Group 1 subjects are used. Arrangements for tertiary selection from 1992 are to be finalized by the end of 1989 or the beginning of 1990. Tertiary selection authorities in Australia have accepted the VCE as a basis for entry in 1992, that is, for students currently in Year 10 and entering Year 12 in 1991. Grades from the new VCE studies and assessment information from the current VCE will be combined to give these students an entry score.

Sources

Cropley, Murray, *Changes in Certificates Across Australia*, Curriculum Concerns—Newsletter of ACSA. Volume 5, No. 1, March 1988.
McGaw, Barry and Hannan, Bill, *Certification in Upper Secondary Education*, Commonwealth Schools Commission, Canberra, Australia, 1985.
Pearson, Garry, Secretary, Victorian Curriculum and Assessment Board/VCAB.
Studying for the VCE in 1989, VCAB.
VTAC Guide to Courses in Colleges and Universities 1989, Victorian Tertiary Admissions Centre.
Victorian Certificate of Education 1987-1989: An Information Brochure for Employers, VCAB.
Victorian Curriculum and Assessment Board, 582 St. Kilda Road, Melbourne 3004 (Tel. [03] 520 9555).


VICTORIAN CERTIFICATE OF EDUCATION

SAMPLE ONLY

This is to certify that

ANDREW JONES

has completed the requirements for the award of the Victorian Certificate of Education (VCE)

Candidate number 10507N

Date of issue 15 JANUARY 1988

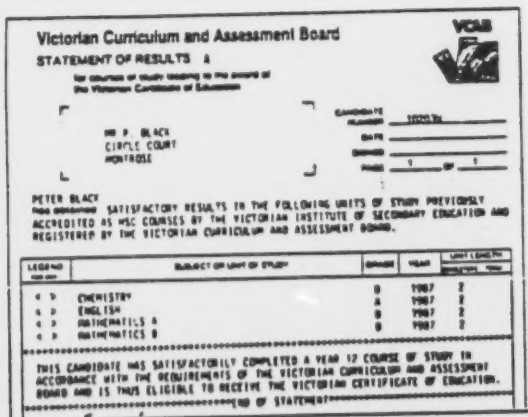
Chairperson

VCAB

Victorian Curriculum and Assessment Board

V-1: Beginning 1987. Sample of VCE certificate to be awarded to all candidates who satisfactorily complete their studies.

V-2: 1987-1991. Samples of statements of results A and B for all VCE courses attempted.


Victorian Curriculum and Assessment Board

STATEMENT OF RESULTS A

VCAB

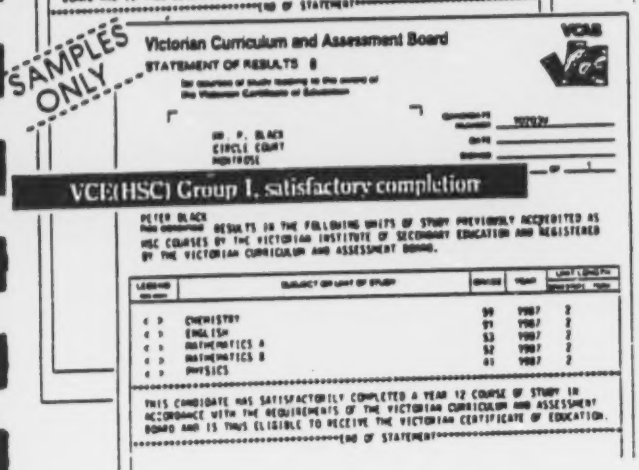
MR P. BLACK
CIRCLE COURT
MONTROSE

PETER BLACK has obtained SATISFACTORY RESULTS IN THE FOLLOWING UNITS OF STUDY PREVIOUSLY ACCREDITED AS HSC COURSES BY THE VICTORIAN INSTITUTE OF SECONDARY EDUCATION AND REGISTERED BY THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD.

LEGEND	SUBJECT OR UNIT OF STUDY	GRADE	YEAR	UNIT LENGTH
< >	CHEMISTRY	B	1987	2
< >	ENGLISH	A	1987	2
< >	MATHEMATICS A	B	1987	2
< >	MATHEMATICS B	B	1987	2

THIS CANDIDATE HAS SATISFACTORILY COMPLETED A YEAR 12 COURSE OF STUDY IN ACCORDANCE WITH THE REQUIREMENTS OF THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD AND IS THUS ELIGIBLE TO RECEIVE THE VICTORIAN CERTIFICATE OF EDUCATION.

VCE(HSC) Group I. satisfactory completion


SAMPLES ONLY

Victorian Curriculum and Assessment Board

STATEMENT OF RESULTS B

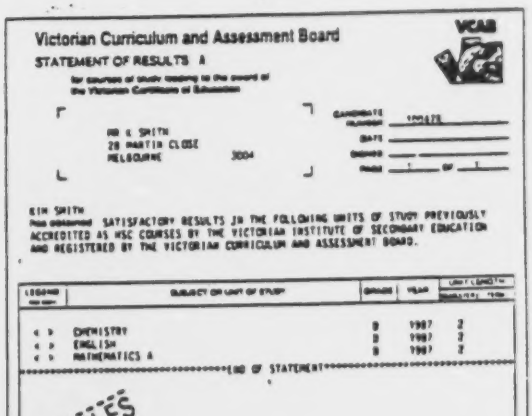
VCAB

MR P. BLACK
CIRCLE COURT
MONTROSE

PETER BLACK has obtained RESULTS IN THE FOLLOWING UNITS OF STUDY PREVIOUSLY ACCREDITED AS HSC COURSES BY THE VICTORIAN INSTITUTE OF SECONDARY EDUCATION AND REGISTERED BY THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD.

LEGEND	SUBJECT OR UNIT OF STUDY	GRADE	YEAR	UNIT LENGTH
< >	CHEMISTRY	99	1987	2
< >	ENGLISH	91	1987	2
< >	MATHEMATICS A	53	1987	2
< >	MATHEMATICS B	52	1987	2
< >	PHYSICS	61	1987	2

THIS CANDIDATE HAS SATISFACTORILY COMPLETED A YEAR 12 COURSE OF STUDY IN ACCORDANCE WITH THE REQUIREMENTS OF THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD AND IS THUS ELIGIBLE TO RECEIVE THE VICTORIAN CERTIFICATE OF EDUCATION.


Victorian Curriculum and Assessment Board

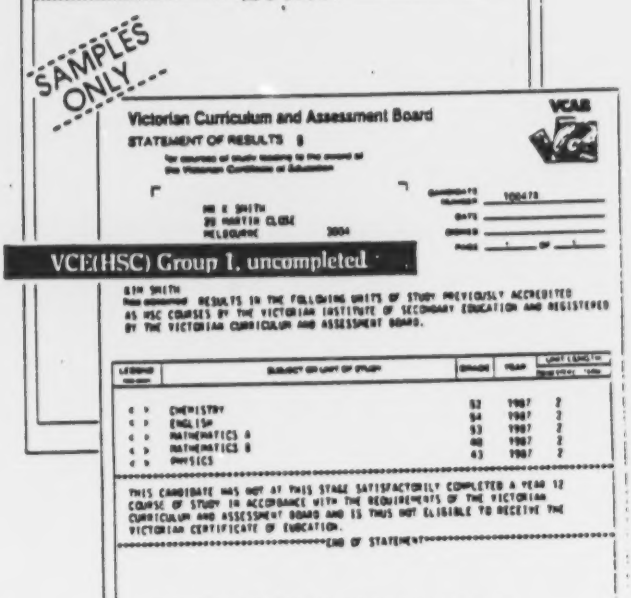
STATEMENT OF RESULTS A

VCAB

MR K SMITH
28 MARTIN CLOSE
MELBOURNE 3004

KIM SMITH has obtained SATISFACTORY RESULTS IN THE FOLLOWING UNITS OF STUDY PREVIOUSLY ACCREDITED AS HSC COURSES BY THE VICTORIAN INSTITUTE OF SECONDARY EDUCATION AND REGISTERED BY THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD.

LEGEND	SUBJECT OR UNIT OF STUDY	GRADE	YEAR	UNIT LENGTH
< >	CHEMISTRY	B	1987	2
< >	ENGLISH	B	1987	2
< >	MATHEMATICS A	B	1987	2


SAMPLES ONLY

Victorian Curriculum and Assessment Board

STATEMENT OF RESULTS B

VCAB

MR K SMITH
28 MARTIN CLOSE
MELBOURNE 3004

KIM SMITH has obtained RESULTS IN THE FOLLOWING UNITS OF STUDY PREVIOUSLY ACCREDITED AS HSC COURSES BY THE VICTORIAN INSTITUTE OF SECONDARY EDUCATION AND REGISTERED BY THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD.

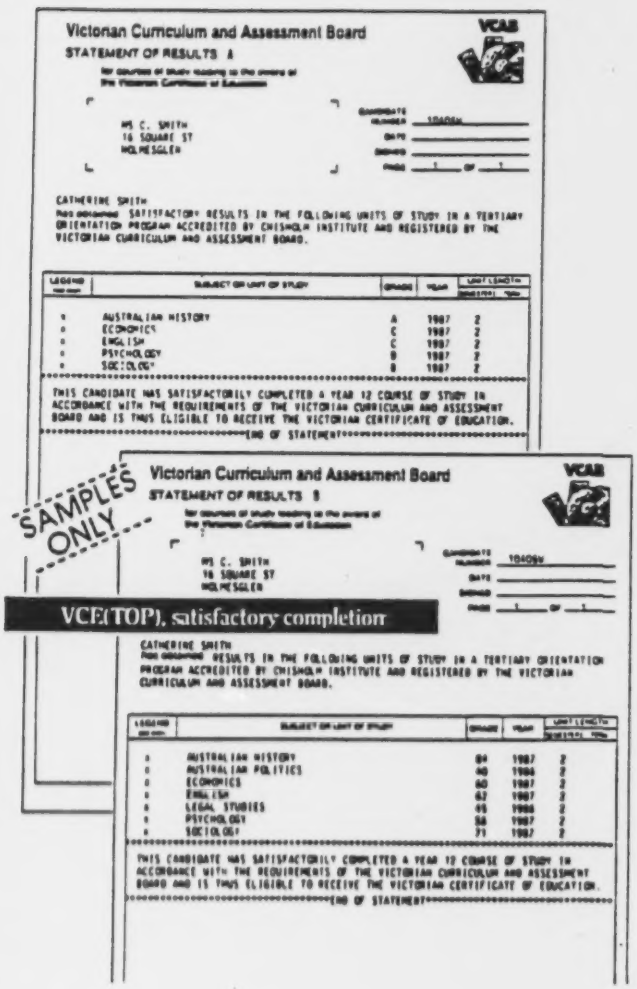
LEGEND	SUBJECT OR UNIT OF STUDY	GRADE	YEAR	UNIT LENGTH
< >	CHEMISTRY	52	1987	2
< >	ENGLISH	54	1987	2
< >	MATHEMATICS A	53	1987	2
< >	MATHEMATICS B	48	1987	2
< >	PHYSICS	43	1987	2

THIS CANDIDATE HAS NOT AT THIS STAGE SATISFACTORILY COMPLETED A YEAR 12 COURSE OF STUDY IN ACCORDANCE WITH THE REQUIREMENTS OF THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD AND IS THUS NOT ELIGIBLE TO RECEIVE THE VICTORIAN CERTIFICATE OF EDUCATION.

VCE(HSC) Group I. uncompleted

BEST COPY AVAILABLE

V-3: 1987-1991. Another example showing satisfactory completion of a program vs. complete statement of results. In this case, it's a TOP program.



Victorian Curriculum and Assessment Board

STATEMENT OF RESULTS A

Ms C. Smith
16 Square ST
HOLMESGLEN

CANDIDATE NUMBER 104086A
DATE
SIGNED
PAGE 1 OF 1

CATHERINE SMITH
has obtained SATISFACTORY RESULTS IN THE FOLLOWING UNITS OF STUDY IN A TERTIARY ORIENTATION PROGRAM ACCREDITED BY CHISHOLM INSTITUTE AND REGISTERED BY THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD.

LEGEND	SUBJECT OR UNIT OF STUDY	GRADE	YEAR	UNIT LENGTH
a	AUSTRALIAN HISTORY	A	1987	2
a	ECONOMICS	C	1987	2
a	ENGLISH	C	1987	2
a	PSYCHOLOGY	B	1987	2
a	SOCIOLOGY	B	1987	2

THIS CANDIDATE HAS SATISFACTORILY COMPLETED A YEAR 12 COURSE OF STUDY IN ACCORDANCE WITH THE REQUIREMENTS OF THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD AND IS THUS ELIGIBLE TO RECEIVE THE VICTORIAN CERTIFICATE OF EDUCATION.

END OF STATEMENT

SAMPLES ONLY

Victorian Curriculum and Assessment Board

STATEMENT OF RESULTS B

Ms C. Smith
16 SQUARE ST
HOLMESGLEN

CANDIDATE NUMBER 104086V
DATE
SIGNED
PAGE 1 OF 1

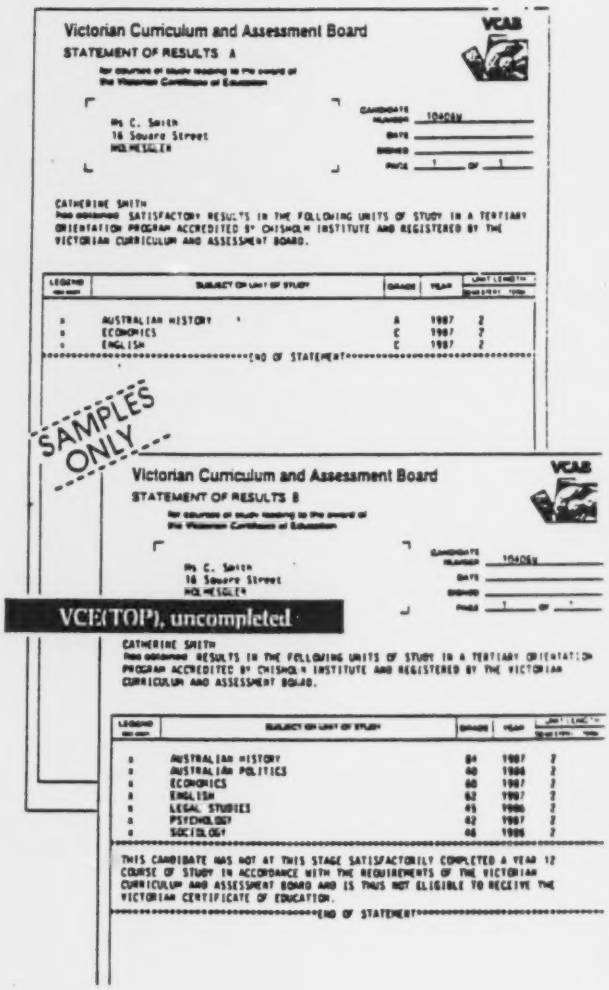
VCE(TOP), satisfactory completion

CATHERINE SMITH
has obtained RESULTS IN THE FOLLOWING UNITS OF STUDY IN A TERTIARY ORIENTATION PROGRAM ACCREDITED BY CHISHOLM INSTITUTE AND REGISTERED BY THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD.

LEGEND	SUBJECT OR UNIT OF STUDY	GRADE	YEAR	UNIT LENGTH
a	AUSTRALIAN HISTORY	84	1987	2
a	AUSTRALIAN POLITICS	60	1986	2
a	ECONOMICS	60	1987	2
a	ENGLISH	62	1987	2
a	LEGAL STUDIES	65	1988	2
a	PSYCHOLOGY	56	1987	2
a	SOCIOLOGY	71	1987	2

THIS CANDIDATE HAS SATISFACTORILY COMPLETED A YEAR 12 COURSE OF STUDY IN ACCORDANCE WITH THE REQUIREMENTS OF THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD AND IS THUS ELIGIBLE TO RECEIVE THE VICTORIAN CERTIFICATE OF EDUCATION.

END OF STATEMENT



Victorian Curriculum and Assessment Board

STATEMENT OF RESULTS A

Ms C. Smith
16 Square Street
HOLMESGLEN

CANDIDATE NUMBER 104086V
DATE
SIGNED
PAGE 1 OF 1

CATHERINE SMITH
has obtained SATISFACTORY RESULTS IN THE FOLLOWING UNITS OF STUDY IN A TERTIARY ORIENTATION PROGRAM ACCREDITED BY CHISHOLM INSTITUTE AND REGISTERED BY THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD.

LEGEND	SUBJECT OR UNIT OF STUDY	GRADE	YEAR	UNIT LENGTH
a	AUSTRALIAN HISTORY	A	1987	2
a	ECONOMICS	C	1987	2
a	ENGLISH	C	1987	2

END OF STATEMENT

SAMPLES ONLY

Victorian Curriculum and Assessment Board

STATEMENT OF RESULTS B

Ms C. Smith
16 Square Street
HOLMESGLEN

CANDIDATE NUMBER 104086V
DATE
SIGNED
PAGE 1 OF 1

VCE(TOP), uncompleted

CATHERINE SMITH
has obtained RESULTS IN THE FOLLOWING UNITS OF STUDY IN A TERTIARY ORIENTATION PROGRAM ACCREDITED BY CHISHOLM INSTITUTE AND REGISTERED BY THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD.

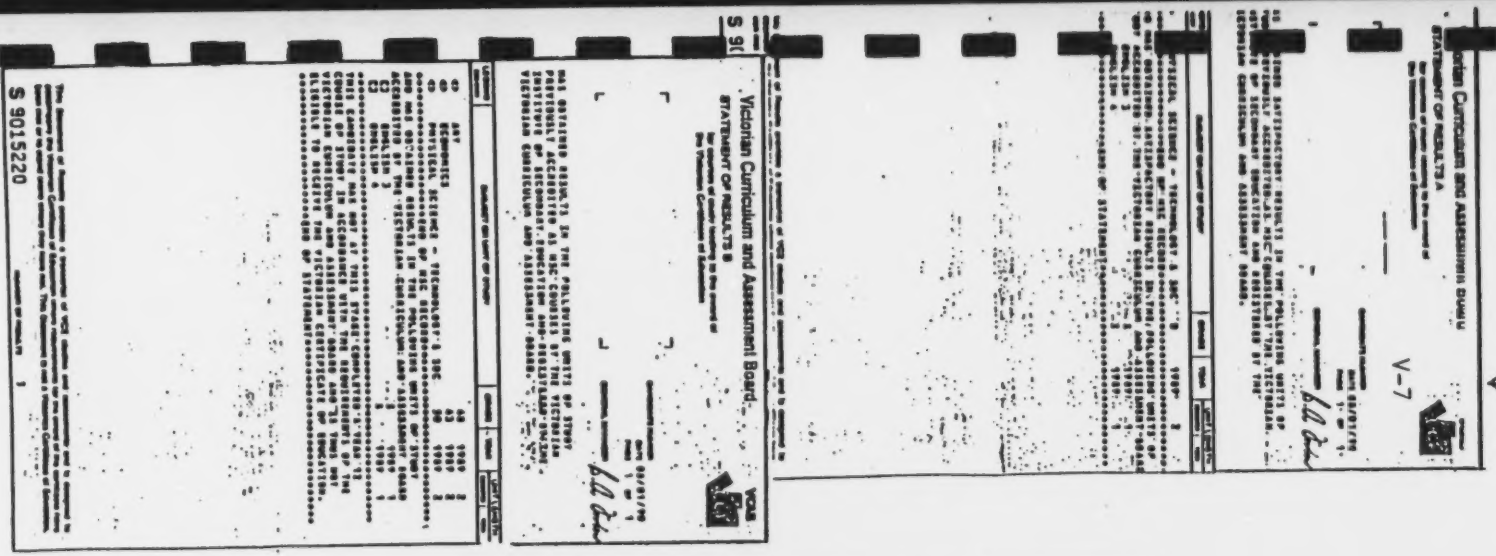
LEGEND	SUBJECT OR UNIT OF STUDY	GRADE	YEAR	UNIT LENGTH
a	AUSTRALIAN HISTORY	84	1987	2
a	AUSTRALIAN POLITICS	60	1986	2
a	ECONOMICS	60	1987	2
a	ENGLISH	62	1987	2
a	LEGAL STUDIES	65	1988	2
a	PSYCHOLOGY	62	1987	2
a	SOCIOLOGY	66	1988	2

THIS CANDIDATE HAS NOT AT THIS STAGE SATISFACTORILY COMPLETED A YEAR 12 COURSE OF STUDY IN ACCORDANCE WITH THE REQUIREMENTS OF THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD AND IS THUS NOT ELIGIBLE TO RECEIVE THE VICTORIAN CERTIFICATE OF EDUCATION.

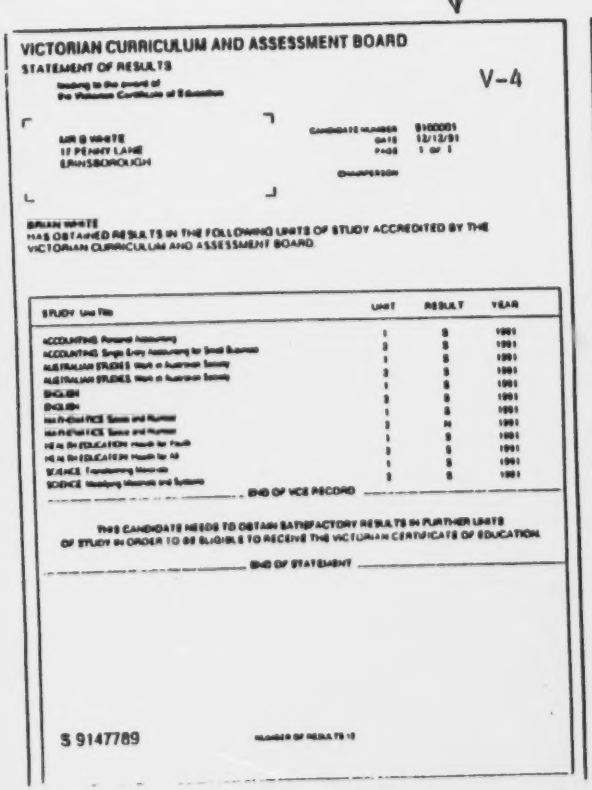
END OF STATEMENT

BEST COPY AVAILABLE

"Composite" of documentation—results from two different certifying procedures.



Certification in Victoria beginning in 1992.



VICTORIAN CURRICULUM AND ASSESSMENT BOARD

STATEMENT OF RESULTS

V-4

MR B WHITE
17 PENNY LANE
ERINSBOROUGH

CANDIDATE NUMBER 9100001
DATE 12/12/91
PAGE 1 OF 1

BRIAN WHITE
HAS OBTAINED RESULTS IN THE FOLLOWING UNITS OF STUDY ACCREDITED BY THE VICTORIAN CURRICULUM AND ASSESSMENT BOARD.

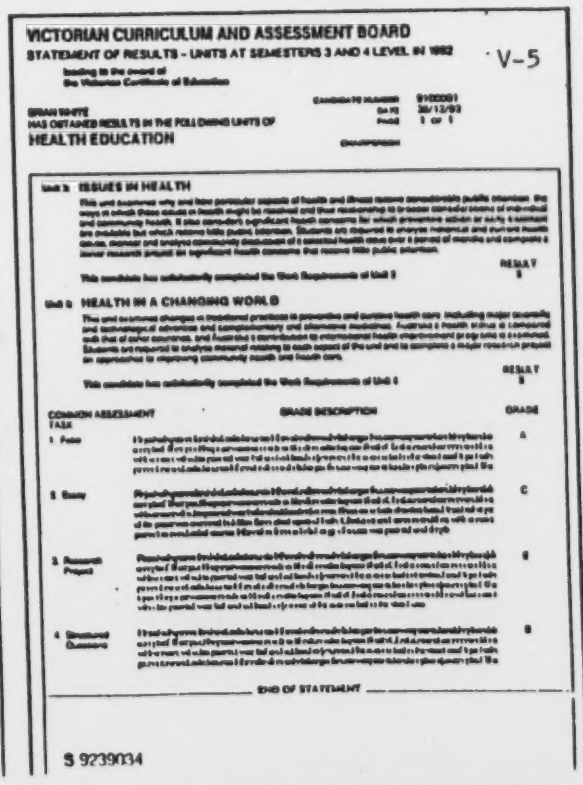
STUDY Unit Title	UNIT	RESULT	YEAR
ACCOUNTING Financial Accounting	1	S	1991
ACCOUNTING Single Entity Accounting for Small Business	2	S	1991
AUSTRALIAN STUDIES Work in Australian Society	1	S	1991
AUSTRALIAN STUDIES Work in Australian Society	2	S	1991
ENGLISH	1	S	1991
ENGLISH	2	S	1991
MATHEMATICS Space and Number	1	S	1991
MATHEMATICS Space and Number	2	N	1991
HEALTH EDUCATION Issues for Health	1	S	1991
HEALTH EDUCATION Health for All	2	S	1991
SCIENCE Transforming Materials	1	S	1991
SCIENCE Managing Materials and Systems	2	S	1991

END OF VCE RECORD

THIS CANDIDATE NEEDS TO OBTAIN SATISFACTORY RESULTS IN FURTHER UNITS OF STUDY IN ORDER TO BE ELIGIBLE TO RECEIVE THE VICTORIAN CERTIFICATE OF EDUCATION.

END OF STATEMENT

S 9147789



VICTORIAN CURRICULUM AND ASSESSMENT BOARD

STATEMENT OF RESULTS - UNITS AT SEMESTERS 3 AND 4 LEVEL IN 1992

V-5

Leading to the award of the Victorian Certificate of Education

BRIAN WHITE
HAS OBTAINED RESULTS IN THE FOLLOWING UNITS OF
HEALTH EDUCATION

CANDIDATE NUMBER 9100001
DATE 20/12/92
PAGE 1 OF 1

Unit 3: ISSUES IN HEALTH

This unit examines why and how particular aspects of health and illness receive considerable public attention, the ways in which these issues in health might be examined and their relationship to broader contextual issues of individual and community health. It also considers significant health concerns for which preventive action or early treatment are available but which receive little public attention. Students are expected to analyse historical and short-term health data, decision and analysis processes, community distribution of a selected health issue over a period of months and complete a minor research project on significant health concerns that receive little public attention.

RESULT S

This candidate has satisfactorily completed the Work Requirements of Unit 3

Unit 4: HEALTH IN A CHANGING WORLD

This unit examines changes in institutional practices in prevention and curative health care, including major scientific and technological advances and complementary and alternative medicines. Australia's health status is compared with that of other countries, and Australia's contributions to international health improvement programs are examined. Students are required to analyse personal relating to each aspect of the unit and to complete a major research project on approaches to improving community health and health care.

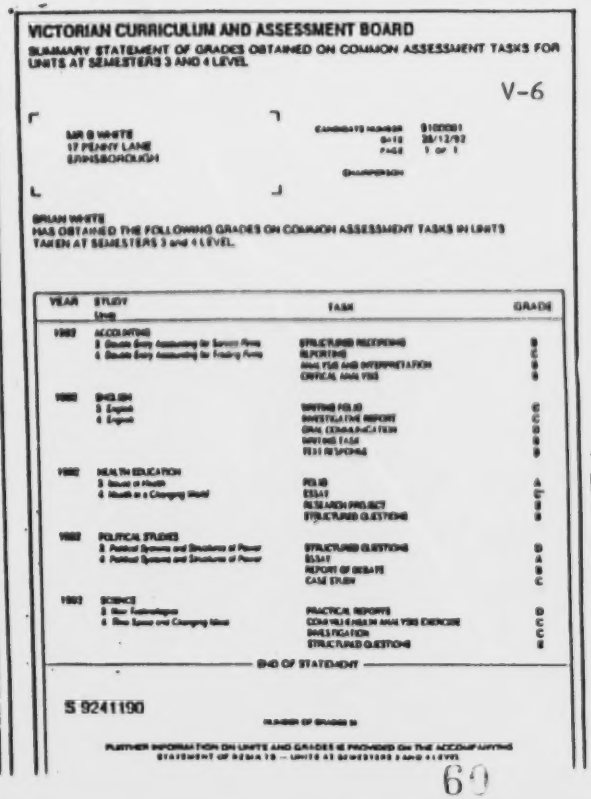
RESULT S

This candidate has satisfactorily completed the Work Requirements of Unit 4

COMMON ASSESSMENT TASK	GRADE DESCRIPTION	GRADE
1 Folio	[illegible]	A
2 Essay	[illegible]	C
3 Research Project	[illegible]	B
4 Structured Questions	[illegible]	B

END OF STATEMENT

S 9239034



VICTORIAN CURRICULUM AND ASSESSMENT BOARD

SUMMARY STATEMENT OF GRADES OBTAINED ON COMMON ASSESSMENT TASKS FOR UNITS AT SEMESTERS 3 AND 4 LEVEL

V-6

MR B WHITE
17 PENNY LANE
ERINSBOROUGH

CANDIDATE NUMBER 9100001
DATE 20/12/92
PAGE 1 OF 1

BRIAN WHITE
HAS OBTAINED THE FOLLOWING GRADES ON COMMON ASSESSMENT TASKS IN UNITS TAKEN AT SEMESTERS 3 and 4 LEVEL.

YEAR	STUDY Unit	TASK	GRADE
1992	ACCOUNTING 3 Double Entry Accounting for Service Firms 4 Double Entry Accounting for Trading Firms	STRUCTURED RECORDING REPORTING ANALYSIS AND INTERPRETATION CRITICAL ANALYSIS	[illegible]
1992	ENGLISH 3 English 4 English	WRITING FOLIO INVESTIGATIVE REPORT ORAL COMMUNICATION SHORT ANSWER TASK TEXT RESPONSE	[illegible]
1992	HEALTH EDUCATION 3 Issues in Health 4 Health in a Changing World	FOLIO ESSAY RESEARCH PROJECT STRUCTURED QUESTIONS	[illegible]
1992	POLITICAL STUDIES 3 Political Systems and Structures of Power 4 Political Systems and Structures of Power	STRUCTURED QUESTIONS ESSAY REPORT OF DEBATE CASE STUDY	[illegible]
1992	SCIENCE 3 New Technologies 4 New Space and Changing Ideas	PRACTICAL REPORTS COMPUTER ANALYSIS AND TEST EXERCISE INVESTIGATION STRUCTURED QUESTIONS	[illegible]

END OF STATEMENT

S 9241190

FURTHER INFORMATION ON UNITS AND GRADES IS PROVIDED ON THE ACCOMPANYING STATEMENT OF RESULTS — UNITS AT SEMESTERS 3 AND 4 LEVEL

BEST COPY AVAILABLE

Secondary Education in Western Australia

Perceived shortcomings of the educational system in Western Australia have been: the norm-referenced system of grading, describing students by assigning them to levels, little incentive for high achievers, complexity of the senior secondary system, perceived differences between senior secondary subjects, and tertiary admission dependence on external results instead of school assessments.

As a result of two major reports (spearheaded by the Beazley Committee and by Professor B. McGaw), the Secondary Education Authority (SEA) was established in 1985 to carry out functions previously performed by the Board of Secondary Education. Therefore, beginning in 1986, certificates of both lower and senior secondary education are issued by SEA.

The first three years of secondary education in Western Australia are Years 8, 9, and 10, which typically follow seven years of primary education. The lower secondary document, described in the 1983 WES volume, listed results in all three years—8, 9, and 10. A new lower secondary credential, issued for the first time in 1987, reports results of only Years 9 and 10, or the point of leaving (see below).

The new lower secondary credential was first issued in 1987. The new senior secondary credential, which reflects recently adopted assessment and grading procedures, was first issued in 1986 (see below).

Lower Secondary Studies—Through Year 10

The 1983 volume reported that students took year-long courses in a "core," "other assessed subjects," and "courses taken not subject to assessment." Courses offered at that time and through 1988 were "year-long" courses. Beginning in 1988, a curriculum of "unit" courses was introduced. The seven basic curriculum components at the lower secondary level are: English, Languages, and Communication; Mathematics; Science and Technology; Social Studies; Personal and Vocational Education; Physical Education; and Practical and Creative Arts.

Through 1987, students could still select "year-long courses" that were available to those who studied under the previous Achievement Certificate system. (Actually, if they began under that system they could continue until completion, electing year-long courses also in 1988, or take courses under the newly-developed "unit" structure). Year-long courses in lower secondary schools were either "accredited" or "registered". "Accredited courses" at this level were those courses approved by SEA for which there were statewide standards of student achievement: English, Mathematics, Science, and Social Science. "Registered courses" were those approved by SEA for which there was no statewide standard of achievement. The course type—accredited (ACC) or registered (REG)—is indicated on the lower secondary credential awarded when the student was under the "year-long" course curriculum.

Under the "year-long" course curriculum, students took at least one full-year course during the academic year in each of the seven curriculum components. An accredited full-year course involved not less than 200 minutes per week for the full school year. A registered full-year course involved the equivalent of not less than 80 minutes of study per week. Student achievement in year-long accredited courses was related to the level at which the course objectives have been studied and assessed.

For English, Science, and Social Studies, there were three levels:

	% Qualifying
Level 1: (highest)	25
Level 2	50
Level 3	25

For Mathematics there were four levels: Level 1 (highest), Level 2 (a), Level 2 (b), and Level 3. Approximately 25% of an age group qualifies for each of these levels.

Beginning in 1987—The "Unit Curriculum" was introduced. This is a new curricular structure in which the seven basic curriculum components (see above) are divided into subject areas, which are further divided into "units" that typically require about 40 hours of study to complete. For example: the basic component "English, Languages, and Communication" is divided into subject areas like English, French, German, Chinese. These subject areas are further divided into units: French I, II, III, and IV, etc. Units are designed with a "stage of development" in mind, and therefore, they are classified as stages—on a Stage 1 to Stage 6 continuum. (Example: Using French, French I would be Stage I, French II would be Stage II, and so on.) Students normally progress sequentially through these stages. Units at the higher stages are for older, more experienced and capable students.

Under the new unit curriculum, students may choose virtually any pattern of units. In government schools they have to study at least 160 hours of English and mathematics per school year. Despite the choices available, usually students in Years 9 and 10 are expected to have completed the following units in each component:

- English, Languages, and Communication—at least two stage 3 English units, preferably some stage 4 units. Students entering Year 11 English/English Literature should have achieved at least a grade of C in one or more stage 5 English units. For English Literature, a grade of C in at least one stage 6 unit is advisable.
- Mathematics—At least two stage 3 units. For entrance into Year 11 Mathematics I, students must have earned a C or better in two stage 5 units.
- Personal and Vocational Education—various subjects.
- Physical Education—Many students will have studied at least six units by the time they have completed compulsory education.
- Practical and Creative Arts—various subjects.
- Science and Technology—Units 1.1, 2.1, 3.1, and 4.1 are the foundation units in Science. Students who have included these four units in their science, and who have studied at least six units by the end of Year 10, may be considered to have the minimum background for everyday life. Some stage 6 units are written as specific preparation for upper school Tertiary Entrance subjects.
- Social Studies—The majority of students will have completed units up to and including stage 4 by the end of Year 10. Students who have earned a C or better in three units from stages 4, 5, or 6 will have a good grounding in Social Studies skills. Students with a C or better in related stage 5 or 6 units will have the necessary skills and background to study the appropriate Year 11 Social Studies course.

To be certificated, a unit must carry SEA approval and must be taught and assessed in accordance with SEA-approved course objectives and assessment procedures. Grades are awarded in accordance with SEA guidelines. These procedures and guidelines help to ensure comparability of grades between schools.

Certificates and Grading

The last year the Achievement Certificate was awarded was 1986. Beginning in 1987, the certificate awarded to students who have completed even one lower secondary education course (year-long or unit from Year 9) is the Certificate of Lower Secondary Studies (CLSS). The CLSS records all seven curriculum components with the units completed under each. The year of completion is not included, since the completion of the curriculum component is deemed more important than the exact timing of completion. The stage is also recorded, as well as the grade earned. Assessments are criteria-based. The description of the grading system is as follows:

A	Excellent achievement
B	High achievement
C	Sound achievement
D	Limited achievement
F	Inadequate achievement
NSG	Not subject to grading

Units for which F grades are assigned are not shown on the CLSS.

For former "year-long" courses, the grading system was as follows. For accredited courses, within each grade level, there were four grades: A, B, C, D. Each grade represented approximately a quarter of the students statewide. An F grade represented the lowest two percent of the students who completed that course. For registered courses, the grades teachers awarded were: A, B, C, D, F. They were awarded according to the degree to which students achieved the objectives of the course. NSG is awarded when the course studied is not subject to grading.

For examples of the CLSS see the end of this section on Western Australia. Note that new arrangements for the certification of lower secondary studies may be introduced with full implementation of the unit curriculum in 1988.

Upper Secondary Studies—Years 11 and 12

Program of Study. Students who are in Years 11 and 12 study year-long courses selected from 150 (in 1989) "accredited" courses and a range of "registered" courses approved by the SEA.

Accredited (ACC) courses require moderation of achievement standards—a process which ensures comparability of grades among different schools. All accredited courses involve not less than 200 minutes of study per week for the full school year, and earn the student six credit points towards secondary graduation where the student has achieved a grade of D or better. (Credit points are not indicated on school records.)

Registered (REG) courses are school specific. The SEA does not moderate assessment in these courses. They are intended to provide schools with the flexibility to meet local needs. Results in registered courses do not count towards secondary graduation.

Most fulltime students study at least six courses in Year 11 and six in Year 12. To qualify for *Secondary Graduation* a student must achieve the following: 60 credit points in 10 accredited full-year courses in Years 11 and 12; at least 18 of these 60 credit points in Year 12 courses; grade of D or better in Year 12 English. Students in approved TAFE courses can earn credit points towards graduation.

Students planning on tertiary entrance must select from 28 courses that form a subset of Year 12 accredited courses, known as Tertiary Entrance Score Subjects (TESS). These courses contribute to a student's Tertiary Entrance Score. (See "University Matriculation" below.)

Certificate Awarded. The certificate awarded upon completion of at least one course is still the Certificate of Secondary Education (CSE). Since only one course need be completed, this certificate may be regarded as a single subject certificate. However, if the student has qualified for "secondary graduation," a statement to that effect will be included on the certificate. If the student has not satisfied the minimum requirements for secondary graduation, the number of credit points earned is shown at the bottom of the certificate.

Courses are listed by year of completion, with information as to whether they are accredited or registered. Where "PRV" is listed in the "Type" column, it means that the student was a private candidate for the Tertiary Entrance Examination for that subject. Such a candidate does not have a school assessment component to contribute to his/her final scaled mark for the subject.

The results shown on the CSE are grades based on school assessments. For Tertiary Entrance Score Subjects (TESS) only, a combined school assessment and Tertiary Entrance Examination (TEE) mark is shown in the column headed "Final Mark (TESS)." Awards to students may also be listed on CSE, indicating honours or distinction in the subject area of study. This is an indication of the academic excellence of the student (see the sample CSE at the end of this section on Western Australia.)

Grading. Grading in SEA courses is criteria-based and follows a statewide distribution:

A Approximately the top 20% of students in course;
B Approximately the next 20%
C Approximately the next 30%
D Approximately the next 20%
F Approximately the remaining 10%.

Formerly, there were ten grades of achievement: 1 (top 10% of students in the subject); 2 (next 20%); 3 (next 20%), down to 10 (bottom 10% of students in the subject). These percentages refer to all students in Western Australia taking the course, not just to those at the student's school.

For TES subjects, one of the following will appear in the column headed "Final Mark (TESS)":

i. A mark out of 100, which is a 50:50 combination of the TEE result and the scaled, moderated school assessment. The combined mark is scaled using the Australian Scholastic Aptitude Test (ASAT).
ii. NEC—Enrolled but not an examination candidate;
iii. DNS—Entered for, but not sit, the examination.

The address of the Secondary Education Authority has not changed: PO Box 55, Nedlands, Western Australia 6008.

Matriculation Requirements

Entrance to tertiary institutions is based on the Tertiary Entrance Score (TES) which is a weighted average of scores in a student's best three, four, or five TES subjects, including one subject from each: List 1 (Humanities and Social Sciences) and List 2 (Quantitative and Science Subjects). Students must sit for external examinations in these courses in order to obtain a TES. Ten percent of the student's ASAT score is also included. The maximum TES is 510. In addition, the student must also have satisfied the requirements for secondary graduation and English competence.

A very brief summary of admissions requirements in Western Australia follows. Candidates who meet basic requirements are ranked and selected into the course (major) or their choice:

- Curtin University of Technology (formerly Western Australian Institute of Technology): Secondary graduation; a specified minimum TES for the area of study; satisfactory performance in Year 12 subjects; and at least 50 in TESS English.

- Murdoch University: Secondary graduation; at least 50 in TES subject; minimum C average in 6 subjects studied as part of Yr. 12 program; and a qualifying TES.

- University of Western Australia:
  - Secondary graduation;
  - Achieve in one year a minimum C average with no more than one fail grade, in the 6 subjects taken in Yr. 12, at least 5 of the subjects being ACC Yr. 12 subjects, the sixth subject may be a Yr. 11 or 12 REG or ACC course;
  - At least 3 TES subjects—at least 1 from arts and 1 from sciences and maths.
  - Scaled score of at least 50 in TESS English or English Literature.
  - Satisfactory standard in prerequisite subjects.

- Western Australian College of Advanced Education: Secondary graduation; adequate performance in English; six subjects in Year 12; and a qualifying TES.

Sources

Cropley, Murray, *Changes in Certificates Across Australia*, Curriculum Concerns—Newsletter of ACSA. Volume 5, No. 1, March 1988.
McGaw, Barry and Hannan, Bill, *Certification in Upper Secondary Education*, Commonwealth Schools Commission, Canberra, Australia, 1985.
Ministry of Education, *Education at Work*, August 1988.
Offer, J. A., Education Officer (Research), Secondary Education Authority, Western Australia [Letter].
Various brochures and pamphlets from the Secondary Education Authority.

YEAR-LONG COURSES

SECONDARY EDUCATION AUTHORITY

CERTIFICATE OF LOWER SECONDARY STUDIES

86111111

This is to certify that JOHN SMITH achieved the following grades in the TWENTY-ONE courses listed below

YEAR	COURSE TITLE/LEVEL	TYPE	GRADE
1987	YEAR 9 ENGLISH 10, LEVEL 1	ACC.	B
	YEAR 9 MATHEMATICS 10, LEVEL 2(b)	ACC.	A
	YEAR 9 SCIENCE 10, LEVEL 2	ACC.	B
	YEAR 9 SOCIAL STUDIES 10, LEVEL 3	ACC.	F
	COMPUTER STUDIES 1	REG.	C
	ELECTRONICS 1	REG.	A
	FOOD & NUTRITION 2	REG.	D
	HEALTH EDUCATION 2	REG.	B
	MUSIC INSTRUMENTAL 2	REG.	A
	PHYSICAL EDUCATION 2	REG.	C
1988	YEAR 10 ENGLISH 10, LEVEL 1	ACC.	A
	YEAR 10 MATHEMATICS 10, LEVEL 2(a)	ACC.	C
	YEAR 10 SCIENCE 10, LEVEL 2	ACC.	B
	YEAR 10 SOCIAL STUDIES 10, LEVEL 3	ACC.	B
	CONSUMER EDUCATION 1	REG.	D
	ELECTRONICS 2	REG.	A
	HEALTH EDUCATION 3	REG.	C
	JEWELLERY 1	REG.	B
	JEWELLERY 2	REG.	C
	PHYSICAL EDUCATION 3	REG.	C
	RELIGIOUS EDUCATION 1	REG.	NSG

Issued at Perth, Western Australia, without alteration or erasure dated 31 DECEMBER, 1988

M L Blake
Director

66

YEAR-LONG/UNIT CURRICULUM

SECONDARY EDUCATION AUTHORITY

CERTIFICATE OF LOWER SECONDARY STUDIES

86222222

This is to certify that ALAN JONES achieved the following grades in the THIRTY-SIX courses listed below

YEAR	COURSE TITLE/LEVEL	TYPE	GRADE
1987	YEAR 9 ENGLISH 10, LEVEL 1	ACC.	B
	YEAR 9 MATHEMATICS 10, LEVEL 2(b)	ACC.	A
	YEAR 9 SCIENCE 10, LEVEL 2	ACC.	B
	YEAR 9 SOCIAL STUDIES 10, LEVEL 3	ACC.	F
	COMPUTER STUDIES 1	REG.	C
	ELECTRONICS 1	REG.	A
	FOOD & NUTRITION 2	REG.	D
	HEALTH EDUCATION 2	REG.	B
	MUSIC INSTRUMENTAL 2	REG.	A
	PHYSICAL EDUCATION 2	REG.	C

	UNIT		STAGE	GRADE	UNIT		STAGE	GRADE
1988	1141	ENGLISH	4	C	5551	VOCATIONAL EDUCATION	5	NSG
	1143	ENGLISH	4	C	6242	PHYSICAL EDUCATION	4	A
	1151	ENGLISH	5	B	6251	PHYSICAL EDUCATION	5	B
	1161	ENGLISH	6	C	7631	MUSIC	3	B
	4142	MATHEMATICS	4	C	7751	THEATRE ARTS	5	C
	4143	MATHEMATICS	4	C	8341	SCIENCE	4	A
	4153	MATHEMATICS	5	B	8342	SCIENCE	4	C
	4154	MATHEMATICS	5	C	8343	SCIENCE	4	B
	4163	MATHEMATICS	6	C	8351	SCIENCE	5	C
	4164	MATHEMATICS	6	C	9152	SOCIAL STUDIES	5	C
	5142	BUSINESS EDUCATION	4	D	9153	SOCIAL STUDIES	5	C
	5153	BUSINESS EDUCATION	5	C	9161	SOCIAL STUDIES	6	C
	5441	MANUAL ARTS	4	B	9162	SOCIAL STUDIES	6	B

Issued at Perth, Western Australia, without alteration or erasure dated 31 DECEMBER, 1988

M L Blake
Director

67

UNIT CURRICULUM

WESTERN AUSTRALIA

SECONDARY EDUCATION AUTHORITY

CERTIFICATE OF LOWER SECONDARY STUDIES

06 333333

This is to certify that KIM LEE

satisfactorily completed the FORTY-EIGHT units in 1987 and 1988 listed below

UNIT		STAGE	GRADE
ENGLISH, LANGUAGES AND COMMUNICATION			
1132	ENGLISH	3	B
1134	ENGLISH	3	C
1142	ENGLISH	4	B
1143	ENGLISH	4	C
1144	ENGLISH	4	B
2711	ITALIAN	1	C
2721	ITALIAN	2	B
MATHEMATICS			
4121	MATHEMATICS	2	C
4123	MATHEMATICS	3	C
4131	MATHEMATICS	3	B
4132	MATHEMATICS	3	C
4141	MATHEMATICS	4	C
PERSONAL AND VOCATIONAL EDUCATION			
5231	HEALTH EDUCATION	3	C
5241	HEALTH EDUCATION	4	B
5251	HEALTH EDUCATION	5	C
5261	HEALTH EDUCATION	6	B
5331	HOME ECONOMICS	3	B
5332	HOME ECONOMICS	3	C
5431	MANUAL ARTS	3	B
5441	MANUAL ARTS	4	B
5551	VOCATIONAL EDUCATION	5	HSG
5551	VOCATIONAL EDUCATION	5	HSG
PHYSICAL EDUCATION			
6231	PHYSICAL EDUCATION	3	A
6232	PHYSICAL EDUCATION	3	B
6241	PHYSICAL EDUCATION	4	B
6242	PHYSICAL EDUCATION	4	A
6251	PHYSICAL EDUCATION	5	B
6254	PHYSICAL EDUCATION	5	A
6261	PHYSICAL EDUCATION	6	B
PRACTICAL AND CREATIVE ARTS			
7421	MANUAL ARTS	2	B
7422	MANUAL ARTS	2	A
7423	MANUAL ARTS	2	B
7431	MANUAL ARTS	3	B
7432	MANUAL ARTS	3	A
7439	MANUAL ARTS	3	B
7442	MANUAL ARTS	4	A
7452	MANUAL ARTS	5	A
SCIENCE AND TECHNOLOGY			
8131	COMPUTER STUDIES	3	D
8322	SCIENCE	2	C
8331	SCIENCE	3	C
8333	SCIENCE	3	B
8334	SCIENCE	3	C
8341	SCIENCE	4	B
8343	SCIENCE	4	B
SOCIAL STUDIES			
9121	SOCIAL STUDIES	2	C
9123	SOCIAL STUDIES	2	C
9131	SOCIAL STUDIES	3	C
9141	SOCIAL STUDIES	4	D

Issued at Perth, Western Australia,
without alteration or erasure
dated 31 DECEMBER, 1988

M L Blake
Director

68

WESTERN AUSTRALIA

SECONDARY EDUCATION AUTHORITY

CERTIFICATE OF SECONDARY EDUCATION

84437452

This is to certify that JOHN F SMITH

achieved the following grades in the THIRTEEN courses listed below

YEAR	COURSE TITLE/LEVEL	TYPE	GRADE	FINAL MARK (TESS)
1987	APPLIED ART, YEAR 11	ACC	A	
	BIOLOGY, YEAR 11	ACC	A	
	ENGLISH, YEAR 11	ACC	F	
	HOME ECONOMICS	ACC	C	
	LOCAL AREA STUDIES, YEAR 11	ACC	C	
	SCIENCE (APPLIED), YEAR 11	REG	B	
1988	ART, YEAR 12	ACC	B	DNS
	BIOLOGY, YEAR 12	ACC	A	98 1
	ENGLISH, YEAR 12	ACC	D	52 1
	JAPANESE, YEAR 12	PRV	–	88 6
	LOCAL AREA STUDIES, YEAR 12	ACC	C	
	PHYSICAL SCIENCE, YEAR 12	ACC	B	NFC
	PUNJABI, YEAR 11	ACC	D	

THIS STUDENT HAS MET THE REQUIREMENTS FOR SECONDARY GRADUATION

THIS STUDENT HAS RECEIVED THE FOLLOWING AWARD

CERTIFICATE OF DISTINCTION IN BIOLOGY

Issued at Perth, Western Australia,
without alteration or erasure
dated 31 December, 1988

M L Blake
Director

69

BEST COPY AVAILABLE

TECHNICAL AND FURTHER EDUCATION/TAFE

The 1983 volume described the six-stream system used to classify TAFE courses in Australia. This system was introduced in 1974 by the Australian Committee on Technical and Further Education. Subsequent to 1982, a new system of national classification for TAFE streams and courses was approved by the Australian Education Council (AEC). (AEC consists of the ministers of education in the states and territories.) This revised system has been adopted by the Australian Conference of TAFE Directors for national use.

The AEC also agreed on nationwide nomenclature for TAFE educational awards and established a fixed relationship between classification stream categories and the name of the award to be granted. "Certificate" is the award for courses in streams 2000, 3100, and 3200. "Advanced Certificate" is the award granted for courses in stream 3300. "Associate Diploma" is the award for courses in streams 3400 and 3500, and "Diploma" for courses in stream 3600. Courses in streams 1000 and 4000 are not considered tertiary, and therefore are not put forward for registration with TAFE authorities. A "Statement of Attainment" or "Endorsement" may be issued for courses in stream 4000.

A stream is a category of TAFE courses having a common vocational or educational purpose. Four major categories of streams are used to describe the overall provision of TAFE courses. These major categories are subdivided into sub-categories or minor streams which provide for more detailed analysis. Each major and minor stream has a number for reference purposes. The structure of major and minor streams is as follows:

Stream	1000:	Courses for recreation, leisure, and personal enrichment.
Stream	2000:	Courses for entry to employment or further education.
	2100:	Basic education and basic employment.
	2200:	Educational preparation.
Stream	3000:	Initial vocational courses.
	3100:	Operatives.
	3200:	Skilled.
		3210: Courses for recognized trades:
		3211: Courses which grant partial exemption in recognized trade courses.
		3212: Complete trade courses.
		3220: Other skills courses:
		3221: Courses which grant partial exemption in other skills courses.
		3222: Complete other skills courses.
	3300:	Lower middle level: Trade technician/trade supervisory/or equivalent.
	3400:	Upper middle level: Paraprofessional/technician.
	3500:	Upper middle level: Paraprofessional/higher technician.
	3600:	Upper middle level: Professional.
Stream	4000:	Courses subsequent to an initial vocational course.
	4100:	At an operative level.
	4200:	At a skilled level.
	4300:	At a trade technician/trade supervisory/or equivalent level.
	4400:	At a paraprofessional/technician level.
	4500:	At a paraprofessional/higher technician level or higher.

Source: *Guidelines for the National Registration of Awards*. The Australian Council on Tertiary Awards, Australian Government Publishing Service, Canberra, 1989.

TERTIARY EDUCATION IN AUSTRALIA

Developments at the Tertiary Level: 1981-1990

In the past decade, an increasing amount of attention has been given by the Commonwealth government to the development of greater efficiency, accountability, and the relationship between the educational sector and commerce and industry. Since 1982, there have been a number of amalgamations of tertiary institutions that occurred largely as a result of federal insistence to promote greater efficiency and use of resources. Additionally there has been the establishment—actual or anticipated—of a few private postsecondary institutions recognized by state/federal authorities. Interest/enrollment in these institutions has not been significant to date.

In 1982, the Commonwealth government was encouraging the small colleges of advanced education/CAEs with a teaching mission to use resources more efficiently and to create stronger academic programs. In effect, the government was urging the CAEs to incorporate/amalgamate with multi-purpose, already-existing CAEs, or to integrate their programs into the academic curriculum of neighboring universities. An example of a resulting amalgamation is the one that occurred in December 1982 between Melbourne State College and the Institute for Early Childhood Development. Effective January 1983, these two institutions became the Melbourne College of Advanced Education, offering a variety of teacher education programs.

In the late 1980s the federal government pressed for even greater efficiency and better use of resources. Governmental policy behind most of the recent developments is the White Paper adopted around August 1988. This official statement of government policy was originally issued in 1987 by Mr. John Dawkins, Minister for Employment, Education, and Training. The problems needing resolution, as envisioned by Mr. Dawkins in 1987, were as follows:

- Australia was trailing other countries (e.g., USA and Canada) in the annual output of tertiary graduates.
- Graduates making up the labor force were only 60% of the corresponding levels in North America and Japan.
- There was a lack of participation in education of people from financially disadvantaged backgrounds, including those from rural and isolated areas and Aboriginals.

The White Paper that was adopted, which incorporated Mr. Dawkins' vision, stipulated a Unified National System (UNS) of higher education, that would remove the "binary system" which funded universities at a higher level than the CAEs; upgrade external studies; and improve the links—the credit transfer arrangements—particularly between TAFE and higher education. (Originally, the CAEs were not supposed to have a research function. This is the single largest cause for concern in the new funding arrangements from the universities' point of view.) Under the unified system, institutions are to increase coordination in areas such as the transfer of credit and unnecessary course duplication. All higher education institutions are invited to participate in UNS, provided they meet stated criteria. It is in their best interest to do so, since the allocation of resources is linked to participation in UNS.

In this unified system, there will be fewer, larger, more cost-effective institutions which will offer students more choices. Institutions have to meet certain established EFTSU (Equivalent Fulltime Student Unit Load) requirements. Institutions below the enrollment proposed for their chosen range of teaching or research need either to increase intakes or establish formal arrangements with another institution. Most arrangements have taken the form of amalgamation; however others involve association, sponsorship, or affiliation. Some Australians believe that the push towards a unified national system is because the Commonwealth government wants to deal with a smaller number of institutions, and therefore, is encouraging amalgamations.

Government funding will continue on a triennial basis. Operating grants will be determined for each year on the basis of agreed-upon tertiary educational profiles. In short, the government intends to link the allocation of funds to output and performance.

BEST COPY AVAILABLE

Grant Harmon of the University of New England states that "all higher educational institutions were invited to participate in the unified system provided they met stated criteria. The proposed changes are effective from 1989—but, to date, real differences have not been great." (Letter dated 8 March 1989.) However, by April 1990, "the introduction of the Unified National System has been the greatest change in higher education in the last quarter of a century." (Letter from R. Taylor, University of Western Sydney.) By 1991 there will have been approximately 27 amalgamations or other arrangements formed involving 76 institutions. "Appendix A: Postsecondary Institutions in Australia" in the 1983 WES volume listed all postsecondary institutions the author was able to identify and their official recognition. Updates and additions to that list (amalgamations, sponsorships, associations, affiliations, name changes) follow these introductory pages regarding developments within the tertiary sector. See "Updated Institutional Listings." The list does not include institutions already listed in the 1983 volume, unless they have been amalgamated or coordinated in some way with another institution(s). Appendix A in the 1983 volume, used in conjunction with the list at the end of this update section, provides the most reliable information regarding recognized tertiary institutions in Australia.

Regarding the recognition that will be granted to private institutions (e.g., Bond University), it appears that, so long as the national system is consulted, there is no opposition to newly established private institutions, provided they do not attempt to seek federal funding and tax exemption. There is considerable opposition to making private students eligible for assistance monies from the Australian government. Where there is a unilateral decision by a state government to create universities, it is felt that such action would destabilize existing institutions. (This information from G. Harmon and I. Fairnie updates the 1983 volume which reported that "an institution cannot call itself a 'university' or 'college of advanced education' unless it is officially designated as such by public authorities.")

Definition of academic year. Normally, at the tertiary level, the academic year begins in the last week of February and ends with the examination period in November. The academic year normally consists of two or three teaching terms for a total of 26-30 weeks, with the exception of the Australian National University/ANU, which operates on different schedules depending on the faculty. Most Australian universities are now on a semester system of 13-15 weeks.

The Australian Council on Awards in Advanced Education/ACAAE. In January 1985, the Australian Council on Tertiary Awards (ACTA) was established. ACTA took over the work of the ACAAE in October 1985—promoting consistency throughout Australia in the nomenclature used for tertiary awards and their standards, and registering courses accredited in CAEs and TAFE. ACTA ceased to exist in December 1989. Beginning January 1990, the "Register of Australian Tertiary Education/RATE" took over the work of ACTA. (See "Register of Australian Tertiary Education".)

Register of Australian Tertiary Education/RATE. The Australian Education Council, convinced of the need for a framework and set of principles for accrediting Australian tertiary courses and for national guidelines for course classification, length, and nomenclature, established the Register of Australian Tertiary Education/RATE. Beginning January 1990, RATE is the single register of authorities (including institutions) empowered by state governments to accredit tertiary award courses, not a register of courses. How RATE will accomplish this task and what form it will take is not clear as of this update. An advisory committee will advise the Australian Education Council on various issues; it will consist of a chairperson and two other representatives of state, territory, and Commonwealth education ministers; a representative of the Australian Vice-Chancellors' Committee (AVCC); the Australian Committee of Directors and Principals in Advanced Education; the Australian Conference of TAFE Directors; the National Training Board; and the National Board of Employment, Education, and Training. The secretariat will be located in Melbourne.

Grading. The Australian Vice-Chancellors' Committee (AVCC) has not recommended uniformity in grading; however, it has suggested comparability of grades across Australia. The basic systems in Australia will probably be letter grades (A, B, C, and so forth), numeric decile grades, or terms such as High Distinction, Distinction, Credit, Pass. All universities have been asked to equate their grading system to the latter scheme, what we would call a "4-point scale." With the introduction of freedom of information legislation in New South Wales, it is possible that percentile grades will now be included on transcripts from that state (it was reported that the University of Sydney might do this). According to Ian Fairnie, Curtin University (letter dated 6/90), some universities in Australia use a "semester weighted average/SWA"

instead of a GPA. As of this update, the details on computing SWAs are not available. According to Mr. Fairnie an SWA of 65.4 indicates a better than average student, at least at Curtin University.

Australian universities in New South Wales and the Australian Capital Territory have apparently agreed to the following grading scale, although the implementation date is not certain. Accordingly, it is not clear to what extent this model is being followed:

Abbrev.	Name	% Range	Definition
HD	High Distinction	85-100	Top 5% (at U. Sydney, top 2%)
D	Distinction	75- 84	Next 10%
C	Credit	65- 74	Next 20%
P	Pass	50- 64	Next 30%

Questions frequently arise with regard to converting Australian grades to U.S. grades. It is very difficult and often disadvantageous to convert or equate overseas grades to U.S. grades, and unwise to compute from them a grade point average to define a student's progress or rank him with other students for admission, scholarships, and other purposes. However, since admissions officers and evaluators are required to do so at some institutions and by some faculties, the following information may help with regard to interpreting Australian grades.

While there are differences in terminology, most Australian institutions use a 4-point grading system with four clear grades of pass: High Distinction/HD, Distinction/D, Credit/C, Pass/P; or A, B, C, D. Some use a 3-point scale: Distinction/D, Credit/C, Pass/P; or A, B, C. In addition, most use two other grades: Conceded Pass/CP and Terminating Pass/TP; the latter does not usually allow a student to do higher level courses in the subject area. (Among Australian universities, the University of Queensland is the exception. It uses a scale of 1 [lowest] to 7 [highest]. A grade of "3" is required to pass in some subjects; however to do advanced study in a subject, a 4 is usually required. So, even in Queensland, the scheme includes four clear grades of pass: 7, 6, 5, 4; and the grade of 3, which does not usually allow study in the subject at the higher level.)

Unlike the U.S., where there is a passing grade that indicates unsatisfactory work—the "D"—, in Australia the concept of a passing, but unsatisfactory grade does not exist. The closest parallel would be grades of Conceded Pass/CP or Terminating Pass/TP. At many institutions, no more than one CP/TP is allowed to count towards degree requirements.

Perhaps there are underlying general practices/grading principles that exist in both countries that might provide us with a basis for comparison. For example, in Australian subjects, very few students earn grades in the category of "Distinction," fewer still, grades of "High Distinction." In the U.S., few students typically earn grades of A, in comparison with those earning grades of B and C. Also, in both countries, usually only a few students earn failing grades.

In the U.S., fewer students usually earn D's than earn C's and B's. Probably most of the grades earned in a subject in the U.S. are in the C range; the next largest number are usually B grades. In Australia, most students earn marks entitling them to a "Pass" grade (50-64); and the next largest number earn marks entitling them to a "Credit" (65-74). While it's difficult to generalize, for admission to graduate programs in Australia, students need at least a Credit average. Students with averages below this (for example, "pass" averages) would be looked at very carefully; some but not all might be admitted. Similarly, it's difficult to generalize with regard to U.S. practices. However, for admission to most U.S. graduate programs, students usually need at least a B average, certainly in their last two years of study.

Statistical reports concerned with grade achievements have not been prepared routinely by postsecondary institutions in Australia. However, the following charts provide some useful, albeit limited, statistical dam:

A. University of New South Wales: Distribution of results for all fulltime students in selected third-year business courses, 1988.

Subject (#Enr.)	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	40-49%	0-39
Fin. 3A (96)	0%	6%	28%	61%	3%	2%
Fin. 3B (80)	3%	9%	30%	32%	23%	3%
Micro 3 (80)	0%	1%	16%	70%	13%	0%
Macro 3 (90)	0%	5%	33%	51%	6%	5%

Source: Letter from Max Schroeder, Academic Registrar, UNSW, April 1989.

B. Macquarie University: Distribution of Pass Results Awarded, 1981-86.

Grades	A	B	C
Percentages	13-14%	30-32%	53-57%

Source: Letter to Registrars, F.S. Hambly, Secretary, Australian Vice-Chancellors' Committee, September 1987.

C. University of Queensland: Recommended Distribution for Pass Grades--% of Candidates

Grades	HD/7	D/6	C/5	P/4	Pe or P-/3
Percentages	5-7%	13-16%	27-32%	35-40%	0-5%

Source: See B. above.

The underlying principles and limited statistics provided above suggest the following comparisons:

1. The rarely given Australian grades of High Distinction and Distinction might be considered comparable to U.S. grades of A.
2. Most Australian grades of Credit (or equivalent) might be considered comparable to U.S. grades of B.
3. Most Australian grades of Pass (or equivalent) might be considered comparable to U.S. grades of C.
4. Australian grades of "Conceding Pass" or "Terminating Pass" (or equivalent), which limit students' progression to advanced study in the subject, are most closely similar to U.S. grades of D. (These grades sometimes appear as "Pass Division I" and "Pass Division II.") Some institutions appear to allow students to convert a Terminating Pass (or Pass Division I) to a Conceded Pass (or Pass Divison I) after a subsequent supplementary or annual examination.

Diploma of Tertiary Studies. As of August of 1988, there was a proposal to introduce a course to lead to the Diploma of Tertiary Studies. It is expected that such a course would particularly attract Year 12 school leavers, who have not made a definite career choice and who will be attracted to a course of a generalist nature with a vocational component, as well as those who are leaving higher education because their needs are not being met by existing programs.

If adopted, the duration of the course will be the equivalent of three years fulltime—two years of coursework and one year of work experience. The objective of the first year is to provide a broadly based education in three fields of study: science and technology, business and vocational studies, and social science and humanities. In the second and third year, specialist studies will be undertaken in one of the three fields of study, in conjunction with supervised and structured work experience culminating in a final-year project related to the student's studies and employment. (Source: *A Higher Education Plan for Victoria 1989-1991*, Victorian Post Secondary Education Commission, August 1988.)

Graduate Certificate. This award, sometimes referred to as a "GradCert," was approved by the Australian Education Council in June 1988. It is designed for specific vocational purposes, to broaden or develop professional knowledge and skills either already gained in an undergraduate program or in a new area. Examples are Graduate Certificate in Information Technology after a Bachelor of Engineering, or Graduate Certificate in Management following a degree in a field other than Business. At minimum, the GradCert requires 1/2 year of fulltime study or its equivalent. (Source: *Higher Education—a policy statement*, Australian Government Publishing Service, Canberra, 1988.)

The Commonwealth Department of Employment, Education, and Training/DEET oversees the provision of education at all levels in Australia. Formerly this agency was the Commonwealth Department of Education.

Law Studies at the Postgraduate Level. The following programs are offered by the various institutions listed. All require the first degree in law except where indicated. Australian National University—GradDip in International Law, Public Law (9 mos.), Master of International Law, Public Law (12 mos., first degree in law preferred for admission). University of Melbourne—Master of Law/LLM (2 yrs). Monash University—Dip of Law in Family Law, International and Comparative Law, and Taxation Law (1 yr, available to those with non-law first degree), LLM (1 yr). University of Queensland—LLM (1 yr). University of Sydney—Dip in Criminology, Labour Relations, and Law and Jurisprudence (1 yr), LLM (1 yr). University of Tasmania—Dip in Welfare Law (1 yr), Master of Legal Studies in Welfare Law (2 yrs).

Admission to Postsecondary Institutions

See "Matriculation Requirements" in each state's preceding section on secondary education for general information on admission to each state's/territory's universities and CAEs. The *Australian Short Selection English Test (SST)* is a language-screening exam for overseas students applying for government-funded study places in Australian educational institutions. The test covers the ability to understand spoken English, written English, and to use acceptable English in written expression. Students who have obtained a TOEFL score of 550 or better are exempt from the SST. The program will be phased out beginning in January 1990.

Australian Scholastic Aptitude Examination (ASAT). In 1986, the formerly three-hour ASAT was expanded to include a two-hour writing task. In 1987, the writing task was altered to 2-1/2 hours for a total examination period of 5-1/2 hours. The ASAT implemented in 1987 comprises two 90-minute testing sessions, each covering 50 multiple choice questions, for a total of 100 questions. Additionally there is a 2-1/2 hour writing period, during which the candidate is expected to produce an extended piece of prose writing, based on a "stimulus piece"—usually a newspaper or magazine article.

The test is administered twice, during the second week of September and the first week in October. Students need to sit for the earlier session if they intend to qualify for a Tertiary Entrance Statement. Students out of the country on these dates may sit for the exam at the Australian Embassy nearest their location.

ASAT scores do not appear on any of the senior secondary certificates. However, students may obtain their individual ASAT scores from their secondary college or from the Accreditation Section of the ACT Schools Authority after the issue of the Tertiary Entrance Statement.

The ASAT is used as a moderating and/or scaling device in the ACT, Queensland, and Western Australia to compute the tertiary entrance score utilized for postsecondary admission.

International English Language Testing Service/IELTS. In Australia and the United Kingdom authorities have developed a new test of English proficiency called International English Language Testing Service/IELTS, which is designed to rival and eventually supplant TOEFL in the UK and Australia (and perhaps New Zealand and Canada). IELTS has been administered since the beginning of 1990 in Australia and other Commonwealth countries.

English Language Intensive Courses for Overseas Students/ELICOS. ELICOS colleges are a recent development in Australia, established at multitudinous sites to meet the extremely large demand for English study by overseas students. Similar to many commercial language training schools in the U.S., these colleges are proprietary, and funded by overseas students who are able to pay full fees in order to attend them.

Tertiary Documents of Special Interest

The documents provided on the next few pages are interesting for the following reasons:

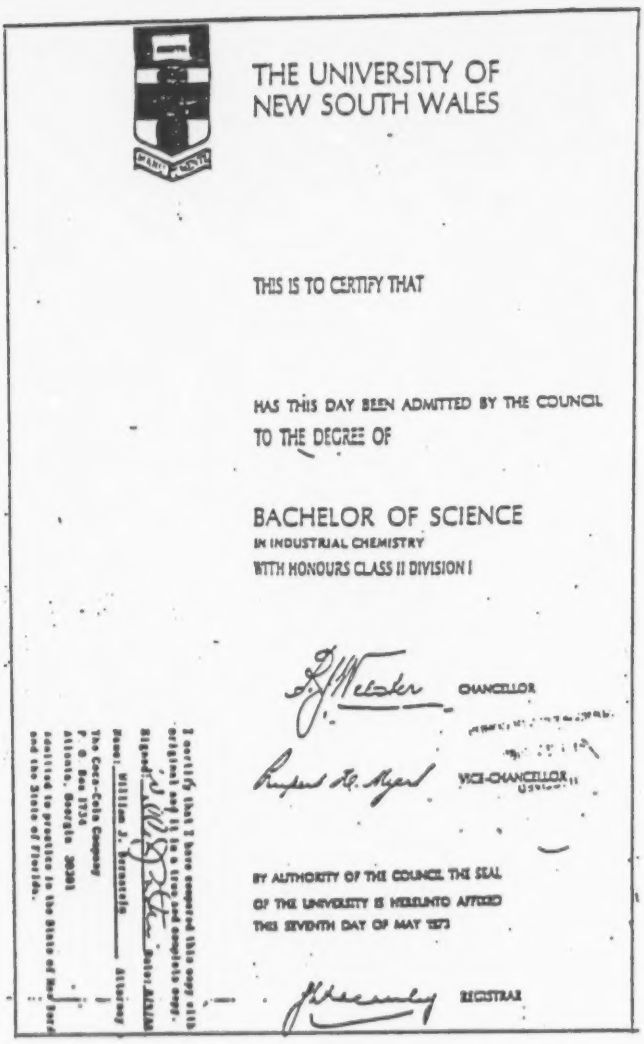
1. The University of New South Wales document represents completion of a four-year fulltime program in Industrial Chemistry (not included in the UNSW description in the 1983 WES volume). The program (course) may be completed for either a pass or an honours degree. If the degree is awarded with honours, the designation of class and division will appear. A pass degree will not include this information.

2. On the Monash University transcript, the "DISC 13 APL" notation may be confusing to U.S. evaluators. It means "DISContinued 13 APriL."

3. The University of Sydney document provides a good example of the way a cumulative record may be displayed on transcripts from Australia, and shows the unit structure implemented in the late 1970s or beginning in 1980. (The unit system at Sydney--illustrated by this document--is valid only for the Economics Faculty. Unit definitions vary from faculty to faculty, as does the definition of a unit. See "Courses and Subjects" under "Tertiary Education" in the 1983 volume.)

4. The question which arises upon review of the Curtin University of Technology record concerns the "Bachelor of Arts" notation following the title "Award." This notation does not state that the award was granted, rather it identifies the program/award in which the student was enrolled. It is not a statement of completion. If the student earned the award, it would appear within the body of the document.

5. The documents from the University of Adelaide illustrate the practice of some Australian institutions to issue two versions of the same transcript of academic record--one which indicates the complete record, and another which indicates only satisfactory work.



THE UNIVERSITY OF
NEW SOUTH WALES

THIS IS TO CERTIFY THAT

HAS THIS DAY BEEN ADMITTED BY THE COUNCIL
TO THE DEGREE OF

BACHELOR OF SCIENCE
IN INDUSTRIAL CHEMISTRY
WITH HONOURS CLASS II DIVISION I

CHANCELLOR

VICE-CHANCELLOR

BY AUTHORITY OF THE COUNCIL THE SEAL
OF THE UNIVERSITY IS HEREUNTO AFFIXED
THIS SEVENTH DAY OF MAY 1973

REGISTRAR

I certify that I have compared this copy with the original and it is a true and complete copy.
Signed: William J. Bernardin Attorney
Name: William J. Bernardin
The Coca-Cola Company
P. O. Box 1734
Atlanta, Georgia 30301
Admitted to practice in the State of Maryland and the State of Florida.

BEST COPY AVAILABLE

Monash University

Address: Clayton, Victoria
Australia 3168

Telephone: (03) 565 4000
Telegrams: Monashuni Melbourne

NAME: MISS DATE OF BIRTH: SEX: MODE OF ADMISSION: NORMAL

NUMBER: SECONDARY SCHOOL: DEGREE HELD:

HIGHER SCHOOL CERTIFICATE RESULTS

1976
ENG EXP C61
ENG LIT C62
FRENCH C65
GENMATHA D54
MUS HIL B76
UP X 0

STATUS/REMARKS

- NIL -

QUALIFICATIONS OBTAINED

- NIL -

COURSE	RESULTS	COURSE	RESULTS
1977 ARTS B.A.			
EN 10106 INTROD TO ENGLISH LIT	PI	No record this column.	
FR 10706 20TH CENTURY FRANCE	SPI		
MU 10106 INTRO:WESTERN MUSIC	PI		
VA 10106 INTRODUCT VISUAL ARTS	NN		
1978 ARTS B.A.			
AH 10106 ANCIENT HIS DISC 13	APL		
FR 22303 FILM STUDY DISC 13	APL		
FR 24502 LANGUAGE 2Y DISC 13	APL		
FR 28103 LIB & PHIL DISC 13	APL		
MU 21104 MAT&STR PT2 DISC 13	APL		
MU 21304 THEATRICAL DISC 13	APL		
DISCONTINUED ALL STUDIES 13	APL		

The record to this line certified correct.

Signed — Date 29/10/78

Checking Officer — Student Records

RESULT GRADING KEY

FIRST	First Class Honours	FAIL	Fail Division III (continuing eligibility for Honours)	FAIL	A+
FIRSTA	Honours Class Honours, Division A		Discontinued Course	FAIL	A
FIRSTB	Honours Class Honours, Division B		Pass	FAIL	B
SECOND	Second Class Honours	SP	Pass Division I	FAIL	C
THIRD	Third Class Honours	SPI	Pass Division II	FAIL	D
PASS	Pass Standard	SPII	Pass Division IIB	FAIL	E
B	Credit	SPIIE	Pass Division IIE	FAIL	F
C	Credit	P-PD	Pass, classified to standard	ABS	Absent
P	Pass	PCD	No higher grade is awarded	ABSFD	Result awarded by Discipline Committee
PI	Pass Division I		Pass grade (Graduate Diploma only)		Returned as not a failure
PII	Pass Division II	SPS	No higher grade is awarded	CANC	Result awarded by Discipline Committee
			Discontinued Faculty requirements	DEF	Special (Deferred) examination granted
			SP and SPI are supplementary grades	DNC	Discontinued

NOTES: 1. Result grades are in accordance with the requirements obtaining at the end of academic examinations. The grading system applicable to a particular degree or diploma may be continuous (ie. courses in the requirements of the Society of examinations pertinent to each year of the University Course).
2. Granted in lieu of others for courses that were offered and a history of the student's work may be considered when grades in previous courses.
3. Some courses of short duration and some that is discontinued. The full name is prescribed by the appropriate Primary Humanities, Discretionary courses. The examiner is authorized by the University Course and one graduating officer's supplement showing grades that has appears on the record.

SPC Pass not awarded (Satisfactory completion recommended)
EXCL Excluded
FAIL Failure Examination Unsatisfied
INC Not finally determined, Subject being continued over from one year
NC Subject not passed
PASS Pass
SAT Result accepted as satisfactory
SUP Supplementary examination granted
SUS Examination withheld and result then not yet known

A. L. President
Registrar

BEST COPY AVAILABLE

The University of Sydney

N.S.W., AUSTRALIA, 2006 Telephone: (02) 692 2222

TRANSCRIPT OF ACADEMIC RECORD FOR

SID 1975592Z2

DEGREES / DIPLOMAS COMPLETED
BACHELOR OF ARTS
CONFERRED ON 27 MAY 1978 FINAL RESULT: PASS
BACHELOR OF ECONOMICS
CONFERRED ON 7 MARCH 1980 FINAL RESULT: PASS

DETAILS OF BACHELOR OF ARTS
CREDIT FROM PREVIOUS STUDIES

BIOLOGY I
UNIVERSITY OF BUENOS AIRES
PSYCHOLOGY I
UNIVERSITY OF BUENOS AIRES
ANTHROPOLOGY I
UNIVERSITY OF BUENOS AIRES

1975 BACHELOR OF ARTS			YEAR 2
		RESULT	
ANTHROPOLOGY II		P	
PSYCHOLOGY IIA HONOURS		P	
1976 BACHELOR OF ARTS			YEAR 3
		RESULT	
SOCIAL THEORY II		CR	
PSYCHOLOGY III HONOURS		CR	
1977 BACHELOR OF ARTS			YEAR 3
		RESULT	
ANTHROPOLOGY IIIB		CR	
ITALIAN IB		CR	

DETAILS OF MASTER OF TOWN AND COUNTRY PLANNING
DEPARTMENT: TOWN & COUNTRY PLANNING

1980 MASTER OF TOWN AND COUNTRY PLANNING			
	RESULT	UNITS	
C30.110 EVALUATION OF PLANNING IDEAS	P	2.0	
C30.209 APPLIED STATISTICS IN PLANNING	P	4.0	
TOTAL UNITS GAINED		6.0	

DETAILS OF BACHELOR OF ECONOMICS
CREDIT FROM PREVIOUS STUDIES

ANTHROPOLOGY I	UNIT VALUE	4.0

CONTINUED ON PAGE 2

The University of Sydney
N.S.W., AUSTRALIA, 2006 Telephone: (02) 692 2222

BACHELOR OF ARTS		
ITALIAN IB	UNIT VALUE	4.0
BACHELOR OF ARTS		
ANTHROPOLOGY II	UNIT VALUE	8.0
BACHELOR OF ARTS		
ANTHROPOLOGY III	UNIT VALUE	8.0
BACHELOR OF ARTS		
TOTAL UNITS CREDITED		24.0

1982 BACHELOR OF ECONOMICS			YEAR 1
	RESULT	UNITS	
ACCOUNTING I	P	6.0	
1983 BACHELOR OF ECONOMICS			YEAR 2
	RESULT	UNITS	
ACCOUNTING II	P	8.0	
1984 BACHELOR OF ECONOMICS			YEAR 3
	RESULT	UNITS	
ACCOUNTING III	P	8.0	
1985 BACHELOR OF ECONOMICS			YEAR 3
	RESULT	UNITS	
ECONOMICS I	CR	6.0	
1986 BACHELOR OF ECONOMICS			YEAR 3
	RESULT	UNITS	
ECONOMICS IIIP	P	8.0	
1987 BACHELOR OF ECONOMICS			YEAR 3
	RESULT	UNITS	
LAW I	D	6.0	
URBAN HISTORY	D	6.0	
TOTAL UNITS GAINED		70.0	

DATED: 23 MARCH 1988

••••••••••••••••••••••••••••••END OF TRANSCRIPT••••••••••••••••••••••••••••••

Keith Jennings
REGISTRAR

072342 FOR KEY TO RESULT CODES, SEE REVERSE
ISSUED WITHOUT CORRECTION OR ERASURE

80

79

BEST COPY AVAILABLE

curtin CURTIN UNIVERSITY OF TECHNOLOGY
P.O. BOX U 1987, PERTH, 6001

STATEMENT OF ACADEMIC RECORD AS AT 05/11/87

BENTLEY
W.A. 6102

AWARD BACHELOR OF ARTS

COURSE OF STUDY: 677 SOCIAL SCIENCES

STUDENT No.: STATUS: GOOD

UNIT TITLE	CREDIT POINTS	LATEST ASSESSMENT YEAR	LATEST ASSESSMENT SEM	LATEST ASSESSMENT RESULT	PREVIOUS ASSESSMENT YEAR	PREVIOUS ASSESSMENT SEM	PREVIOUS ASSESSMENT RESULT
COURSE ASSESSED UNITS:							
1985							
ANTHROPOLOGY 115	16	2	5				
ENGLISH 142	08	2	6				
HISTORY 111	16	2	7				
POLITICS 112	16	2	5				
1986							
POLITICS 220	20	1	5				
POLITICS 221	20	1	5				
SOCIAL SCIENCE 111	20	1	6				
SOCIOLOGY 121	16	1	6				
Total credit points accumulated	132						

END OF RECORD

Certified True Copy
M. MACKINTOSH STUDENT SYSTEMS OFFICER
CURTIN UNIVERSITY OF TECHNOLOGY
PERTH WESTERN AUSTRALIA

NOTES: Pass - grades 5-9 PA - Pass (no higher grades available) PX - Pass (after supplementary examination)
PC - Conceded pass. X - Outstanding supplementary W - withdrawn. Pending - result not available
More details on reverse

BEST COPY AVAILABLE

SPECIMEN ONLY

A

THE UNIVERSITY OF ADELAIDE
ADELAIDE, SOUTH AUSTRALIA, 5001

STATEMENT OF ACADEMIC RECORD

THIS IS TO CERTIFY THAT

whose date of birth according to our records was 28 October, 1950 matriculated in February 1968 and subsequently, in the years indicated, obtained the following results:

In the course for the degree of Bachelor of Arts:

1968	English I	Pass
	French I	Pass with Credit
	Philosophy I	Pass
	Psychology I	Pass at Division I standard
1969	French II	Pass with Credit
	Old and Middle French I	Pass
1970	French III	Pass
	Old and Middle French II	Pass
1971	Honours French Language and Literature	Honours Third Class

The Honours degree of Bachelor of Arts was conferred upon on 26 April 1972.

In the course for the Diploma in Education:

1973	Sociology of Education I	Fail
	Educational Psychology I	Fail
1974	Theory of Education I	Fail
	History of Education I	Fail
1975	Theory of Education I	Pass with Credit
	History of Education I	Pass with Distinction
	Sociology of Education I	Pass
	Educational Psychology I	Pass with Credit
	Practical Teaching and Methodology	Pass

The Diploma in Education was granted to on 28 April, 1976.

H E WESLEY SMITH,
Academic Registrar

Dated this twelfth day of December 19 77.

THIS IS A COMPLETE STATEMENT OF ACADEMIC RECORD

NO ALTERATIONS OR ERASURES

Please turn over

82

SPECIMEN ONLY

B

THE UNIVERSITY OF ADELAIDE
ADELAIDE, SOUTH AUSTRALIA, 5001

STATEMENT OF ACADEMIC RECORD

THIS IS TO CERTIFY THAT

whose date of birth according to our records was 28 October, 1950 matriculated in February 1968 and subsequently, passed in the following subjects:

In the course for the degree of Bachelor of Arts:

1968	English I	
	French I	with Credit
	Philosophy I	
	Psychology	at Division I standard
1969	French II	with Credit
	Old and Middle French I	
1970	French III	
	Old and Middle French II	
1971	Honours French Language and Literature	Honours Third Class

The Honours degree of Bachelor of Arts was conferred upon on 26 April, 1972.

In the course for the Diploma in Education:

1975	Theory of Education I	with Credit
	History of Education I	with Distinction
	Sociology of Education I	
	Educational Psychology I	with Credit
	Practical Teaching and Methodology	

The Diploma in Education was granted to on 28 April, 1976.

H E WESLEY SMITH,
Academic Registrar

Dated this twelfth day of December 19 77

THIS IS NOT A COMPLETE STATEMENT OF ACADEMIC RECORD AND SUBSTANTIATES UNIVERSITY REQUIRING A COMPLETE STATEMENT SHOULD APPLY DIRECT TO THE ACADEMIC REGISTRAR

NO ALTERATIONS OR ERASURES

Please turn over

83

BEST COPY AVAILABLE

UPDATED INSTITUTIONAL LISTINGS

This list contains only additions or corrections to Appendix A: Postsecondary Institutions in Australia in the 1983 volume. For comprehensive information on all postsecondary institutions, users will also need the WES volume.

As of June 1990, the process of creating a total Unified National System is almost but not quite complete. Consequently there will probably be additional arrangements that will develop within the tertiary sector. To understand the extent and complexity of what has happened so far, it may help to recognize that there have recently been at least 27 amalgamations involving at least 76 institutions throughout Australia.

Armidale College of Advanced Education. Effective 7/17/89, amalgamated with the University of New England.

Australian Business Academy, Brisbane, Queensland. See "Lorraine Martin, The."

Australian Business Colleges. The Australian Business Education Council/ABEC is a new non-profit company initially established to take over the examinations of the Institute of Business Administration, and to award the Diploma of Business Administration. Principally it serves as a consortium to offer Australian tertiary business courses overseas, including in the United States.

Colleges generally referred to as the "Australian business colleges" or "ABEC colleges" offer courses for students to prepare for the ABEC exams. Upon completion of a specific exam within a course, students receive an ABEC certificate (formerly a certificate from the Institute of Business Administration) which indicates that they have "passed the subject _____ leading to the award of the Diploma of Business Administration". (This notation does not mean they actually have earned the diploma.) Upon completion of all exams, they receive the diploma of the school (for courses completed), and the ABEC diploma (signifying completion of all course requirements). Officials report that the Higher School Certificate or its equivalent is typically required for admission to ABEC courses/colleges, and that it is not uncommon for overseas candidates to also have postsecondary qualifications at the time of admission.

The business colleges report that qualifications of their faculties include: academic experience in subject area; bachelor's, sometimes master's degrees; teaching qualifications (DipEd); and work experience.

Traditionally, some of these colleges taught shorthand, typing, and traditional office/secretarial skills—at the TAFE-type level—to Year 10 School Leavers. It appears that the schools have been trying to upgrade their courses and obtain recognition overseas for their programs. At this time, there is no evidence that qualifications from the ABEC colleges are recognized by Australian universities.

The following non-profit ABEC-federated colleges offer courses to prepare students for ABEC exams and its Diploma of Business Administration, as well as membership in the Institute of Business Administration:

Williams Business College, No. 1 James Place, North Sydney, New South Wales 2060. Six branches in Sydney. Established in 1894. Tel: (02) 957 5588. FAX: (02) 957 5325.

Prides Business College, 75a Grenfell Street, Adelaide, South Australia. Tel: (08) 223 1585. Two or three branches in operation.

Holmes Commercial College, 270 Flinders Street, Melbourne, Victoria. Tel: (03) 63 1181. Two or three branches in operation.

Australian Business College, 111 St. George's Tce., Perth, Western Australia. Tel: (09) 321 6051. Two or three branches in operation.

Metropolitan Business College, address unknown, Canberra, ACT. One campus.

(Source: Daniel Kelch, Principal, North Sydney Campus-Williams Business College, No 1 James Place, North Sydney, New South Wales 2060.)

Australian Catholic Institute of Higher Education. Name may also be established as "Australian Catholic University." This institution, as of 1991, will incorporate: Catholic College of Education (New South Wales), Institute of Catholic Education (Victoria), McAuley College (Queensland), and Signadou College (ACT).

Australian Catholic University. See "Australian Catholic Institute of Higher Education."

Australian College of Physical Education. Each Australian university and CAE makes its own decision about whether to recognize this college's courses.

Australian Defence Forces Academy, University College, Northcott Drive, Canberra, ACT 2600, Australia. This institution, proposed at the time of the 1983 volume, is an amalgamation of the three former service colleges which existed at that time. It is now the center for tertiary education for the Armed Services. It operates on a new campus and has the status of "university college" of the University of New South Wales/UNSW, which is responsible for conducting courses of study towards the BA, BSc, and BEng, and providing opportunities for graduate study and research leading to higher degrees. Degrees are awarded by the UNSW.

Australian Management College, Mt. Eliza, Victoria. This was a private college, scheduled to have been amalgamated in 1989 with Monash University.

Australian Maritime College. From mid-1990, this institution will become part of the University of Tasmania.

Australian William B. Simon University of Sydney. A private university scheduled for establishment under NSW legislation to commence late 1990 or 1991. To offer graduate business management programs leading to the MBA and Ph.D.

Ballarat University College, PO Box 663, Ballarat, Victoria 3350. Established mid-1990 in association with the University of Melbourne. Formerly Ballarat College of Advanced Education.

Bendigo College of Advanced Education. Effective mid-1990, will amalgamate with La Trobe University.

Bond University, Private Bag 10, Gold Coast Mail Centre, Queensland, 4217, Australia. Tel.: (nat'l) 075 92 0411, (int'l) +61 75 92 0411, (FAX) 075 39 8447. Established in April 1987, by an act of the govt. of Queensland as a non-profit, private univ. (Australia's first); founded by Bond Corp., a large int'l Australian company, and EIE Development Co., Ltd., a substantial Japanese company with interests in electronics, computers, and education. Member: Association of Commonwealth Universities. Enrolled first students May 1989; planned eventual size: 10,000. Calendar: 3 sems of 14 wks each. A 3-yr ord. bachelor's degree will require a min. of 6 FT sems.

Founding schools (and majors offered): Business and Law (acct., econ., fin., hotel & travel mgmt., mktg., produc.); Humanities and Social Sciences (Asian & Pacific studs., Austr. studs., communic. studs., Engl. studs., European studs.); Information and Computing Science (artif. intell., appl. math. systems, appl. stats., communic. networks, comput. design & software design, info. & mgmt. tech., qual. & project mgmt.); Science and Technology (biotech. & plant biotech., environ. tech. & mgmt., matls. sci. & tech., med. sci. & tech., molecular sci. & tech.).

Degrees offered: (in 1989) bachelor's and honours degrees in arts, commerce, and science; graduate degrees to doctoral level in arts, science, and business.

Sam Rayner, former registrar at the University of Queensland, states that Bond, "was recognized as a university and empowered to grant degrees by an Act of the Queensland Parliament in April, 1987. This [step] may not have been strictly necessary; but there had been earlier legislation to control the award of degrees in [Queensland]." In response to the following question, "Will Bond University be recognized by the other universities in Australia in terms of degree, transfer credit equivalencies, and credit validation?," G. Harmon from the University of New England reports: "It appears that Bond University will be

recognised by other universities as it has been established both under the companies law and legislation passed by the Queensland parliament. We anticipate that credit transfer, etc. will not be a problem." (8 March 1989.) F.S. Hambly, Executive Director of the Australian Vice-Chancellors' Committee/AVCC writes: "It is Bond's publicly stated intention to satisfy the AVCC criteria for university status, that; '. . .there must be breadth and depth in course offerings: awards must meet national and international standards and satisfy the criteria prescribed by professional associations for recognition; and staffing, equipment and library resources must be of a standard to meet these objectives.' "

According to officials from Bond University (at NAFSA 1990 in Portland), enrollments have been lower than anticipated.

Brisbane College of Advanced Education: Carseldine, Kedron Park, and Kelvin Grove campuses. Effective mid-1990, will amalgamate with Queensland University of Technology.

Brisbane College of Advanced Education: Mt. Gravatt campus. Effective 1/1/90, amalgamated with Griffith University.

Bunbury Institute of Advanced Education. This institution, which enrolled its first students in 1986, is a campus of the Western Australian College of Advanced Education (CAE).

Canberra College of Advanced Education. From January 1, 1990 became University of Canberra (sponsored by Monash University).

Canberra Institute of the Arts. It is planned that from January 1, 1991, this institution will become part of Australian National University.

Capricornia Institute of Advanced Education (updated address): Bruce Highway and Yappoon Road, Rockhampton, Queensland 4700, Australia. Effective 1/1/90 became University College of Central Queensland. See "University College of Central Queensland."

Catholic College of Education Sydney. See "Australian Catholic Institute of Higher Education." For a period of time the constituent campuses were also designated as: Mount Saint Mary Campus, Strathfield; Castle Hill Campus; and MacKillop Campus, North Sydney.

Charles Sturt University/CSU. Formed in 1989; consists of CSU Mitchell (formerly Mitchell CAE), CSU Riverina (formerly Wagga Wagga campus of Riverina-Murray Institute of Higher Education), and CSU Murray (formerly Albury campus of Riverina-Murray Institute of Higher Education). CSU has an association with the University of New South Wales.

Chisholm Institute of Technology. Effective 7/1/90, will amalgamate with Monash University.

City Arts Institute of the NSW Institute of the Arts. Effective 1/1/90, amalgamated with the University of New South Wales.

Cumberland College of Health Sciences. Effective 1/1/90, amalgamated with the University of Sydney.

Curtin University of Technology. Owing to Western Australian legislative action passed in December 1986, the Western Australian Institute of Technology (WAIT) became Curtin University of Technology effective January 1, 1987. Curtin has been accepted for membership in the Australian Vice-Chancellors' Committee, and is recognized as a university except by the federal government for funding purposes.

Curtin is the sixth largest higher education institution in the country, enrolling approximately 15,500 students. It has undergraduate exchange programs with the following U.S. institutions: U. Illinois—Urbana and Champaign; Southern Illinois University; Illinois State University; Iowa State University; University of Colorado. Graduate and faculty exchanges have been negotiated in very specialized research fields with Florida State University, University of Texas/Houston; and the University of Wisconsin. Curtin University has a branch office in the U.S.: Two Appletree Square—Suite 144, 8011 34th Avenue South, Minneapolis, MN 55425; Tel: (612) 854-5800 or (800) 245-2575.

A proposed branch at the Yanchep Sun City campus did not materialize. However, Curtin does have arrangements with a private institution in Perth where Curtin's B.Bus. degree in Accounting is offered. For all purposes, the awards are Curtin awards.

Grading. To comply with the Australian Vice-Chancellor's Committee (AVCC) proposed recommendation that there be uniform grading across the universities, Curtin University converts its decile grading system as follows:

8, 9	=	High Distinction
7	=	Distinction
6	=	Credit
5	=	Pass
PA	=	Pass (no higher grade available)
PX	=	Pass (after suppl. exam)
PC	=	Conceded pass
X	=	Outstanding supplementary. At the time of transcript preparation, student has not taken supplementary examination.
W	=	Withdrawn
Pending	=	Result not available.

As of June 1990, Curtin reports percentile grades on transcripts of academic record. However, in the future, it plans to adopt the nationwide standard to report letter grades such as HD, D, C, and P. Curtin, like some other universities in Australia, reports a "semester weighted average/SWA," instead of a GPA. An SWA of 65.4 is "better than (that earned by) an average student." [I. Fairnie, 6/12/90.]

Two types of honours bachelor's degrees have been awarded by Curtin beginning in 1988:

- Type (A) where it is an additional year beyond a 3-year pass degree, with a good Pass degree required for invitation;
- Type (B) where the honours program runs concurrently with the normal pass degree of four years or more in that discipline.

All associate diplomas, diplomas, bachelor pass degrees, graduate/postgraduate diplomas, and master's may be granted with distinction—a performance (quality) award. The honours bachelor's degree is not given with distinction; rather it is classified as follows:

- First Class Honours
- Upper Second Class Honours
- Lower Second Class Honours
- Third Class Honours

Generally, selection to Honours is such that Third Class Honours is generally not contemplated. The Ph.D., available since 1988, is not classified.

Credit points continue to be a measure of workload. A credit point represents one-half hour of work per week, including formal classroom work and individual study. A fulltime load ranges from 80 to 100 credit points per semester, or 160 to 200 credit points per year, with 180 being most common. Generally a student should have 480-600 to obtain a three-year pass degree. Six credit points equal one semester hour of credit in the United States. Beginning in 1981, the university hopes to move to a uniform system of credit points in all semesters with 100 points in each. (Source: A. O. de Sousa, Academic Registrar, Curtin University.)

Darling Downs Institute of Advanced Education. Effective 1/1/90, became University College of Southern Queensland. See "University College of Southern Queensland."

Darwin Institute of Technology and the University College of Darwin amalgamated to form the University College of the Northern Territory which in 1989 evolved into the Northern Territory University.

BEST COPY AVAILABLE

Footscray Institute of Technology. From mid-1990 Footscray will become part of Victoria University of Technology.

Gatton Agricultural College, Queensland. Became Queensland Agricultural College (see entry in 1983 volume). Amalgamated with University of Queensland effective January 1, 1990.

Gippsland Institute of Advanced Education. In mid-1990, will affiliate with Monash University.

Gold Coast College of Advanced Education, Queensland. Author was unable to find information on this institution. Since it was formally designated as a "college of advanced education" and, in January 1990 was amalgamated into Griffith University, there is no reason to doubt that the college was an approved institution within the public sector. See "Griffith University."

Hawkesbury Agricultural College. Amalgamated with Nepean CAE to form the University of Western Sydney, effective January 1, 1989.

Hawthorn Institute of Education. In mid-1990, will amalgamate with the University of Melbourne.

Holmes Commercial College. See "Australian Business Colleges."

Hunter Institute of Higher Education. Effective 1/1/90, amalgamated with the University of Newcastle.

Institute of Catholic Education. See "Australian Catholic Institute of Higher Education." Previously a State College of Victoria campus. Did not merge into Victoria College as did other SCV campuses. Instead, remains an independent higher educational institution separate from Victoria College.

Institute of Early Childhood Education. Amalgamated to form Melbourne College of Advanced Education.

Institute of Early Childhood Studies of Sydney College of Advanced Education. Amalgamated January 1, 1990, with Macquarie University.

Institute of Technical and Adult Teacher Education, Sydney CAE. Effective January 1, 1990, amalgamated with the University of Technology, Sydney.

James Cook University of North Queensland (updated address): PO, James Cook University, Townsville, Queensland, 4811, Australia.

Kuring-gai College of Advanced Education. From January 1, 1990, it will become part of the University of Technology, Sydney.

La Trobe University. From mid-1990, will include Bendigo CAE, Phillip Institute of Technology, Wodonga ITE, and Swinburne Institute of Technology.

Lorraine Martin Australian Business Academy. See "Lorraine Martin, The."

Lorraine Martin English Language Centre. See "Lorraine Martin, The."

Lorraine Martin, The. 7th Floor, 138 Albert Street, Brisbane, Queensland, 4000. Tel.: (07) 221 7266; Fax: (07) 229 6654. Provides instruction under auspices of two different institutions: Australian Business Academy and Queensland English Language Centre. Queensland English Language Centre has five levels of fulltime ELICOS English language courses. Students progress from one level to the next as fast as their expertise allows, and then study business subjects at the Australian Business Academy/ABA. Programs offered by the ABA include Marketing and Management, Travel, Tourism, and Hospitality. See information elsewhere in this section under "English Language Intensive Courses for Overseas Students/ELICOS" and "Australian Business Colleges." At this time, there is no evidence that qualifications from The Lorraine Martin are recognized by Australian universities.

MacArthur Institute of Higher Education. Now University of Western Sydney, Macarthur, PO Box 555, Campbelltown, NSW 2560. Tel.: 046 203 100. Enrollment 1990: 5,000; Faculty 300; Library: 100,000 vols. Effective 1/1/89, together with Hawkesbury Agricultural College and Nepean CAE, formed University of Western Sydney.

McAuley College. (Updated address) 53 Prospect Rd., Mitchelton, Queensland 4053, Australia. See "Australian Catholic Institute of Higher Education."

Melbourne College of Advanced Education. Melbourne State College (MSC) and the Institute of Early Childhood Development (IECD) were two of thirty institutions designated by the federal government for amalgamation in 1981 (see "Developments at the Tertiary Level: 1981-1989"). Lengthy discussions culminated in the actual amalgamation of MSC and IECD effective January 1, 1983. Both institutions were affiliated colleges within the State College of Victoria.

The amalgamation produced an educational institution capable of meeting many of the needs of practicing teachers for formal award-bearing courses (including Master's degrees) and for in-service courses. There are three metropolitan campuses (Carlton, Kew, and Abbotsford) and an outdoor education center at Noojee. Amalgamated with the University of Melbourne effective January 1, 1989.

Melbourne State College. Amalgamated to form Melbourne College of Advanced Education (see above).

Mitchell College of Advanced Education. See "Charles Sturt University."

Murray Institute. Now Charles Sturt University, Murray. Formerly the Albury Wodonga campus of Riverina CAE, briefly the Riverina Murray Institute of Higher Education.

Nepean College of Advanced Education. As of January 1, 1989, amalgamated with Hawkesbury Agricultural College and Macarthur Institute of Higher Education to help form the University of Western Sydney.

New South Wales Institute of the Arts. Two campuses—City Art Institute (formerly part of Sydney CAE) and Sydney College of the Arts (formerly a separate institution). Disbanded January 1, 1990—City Art Institute became part of the University of New South Wales, and Sydney College of the Arts became part of the University of Sydney.

New South Wales Institute of Technology. In 1988, became the University of Technology, Sydney.

New South Wales State Conservatorium of Music. Newcastle Branch—effective 1/1/90, amalgamated with the University of Newcastle; Sydney Branch—effective 1/1/90, amalgamated with the University of Sydney.

Northern Rivers College of Advanced Education. Effective 7/17/89, amalgamated with the University of New England.

Northern Territory University, PO Box 40146, Casuarina, Northern Territory 0811. Tel: (089) 46 6666. FAX: (089) 27 0612. Telex: DACOL AA85235. Established January 1, 1989, as a result of merging the Darwin Institute of Technology and the University College of the Northern Territory (there is evidence that Darwin Institute of Technology had already been merged into the University College of the Northern Territory. See also "University College of the Northern Territory.")

Divisions—Faculties of Arts, Business, Education, Science; Myilly Point Campus (degrees at this campus* will be awarded by the University of Queensland, endorsed to show that they were obtained through enrollment at the Northern Territory University).

Programs offered—degrees (B.A.[Psych, Welfare Studies, Journalism, Applied Soc. Science, Fine Art], B.A. [Hons], B.Ec.*, B.Ed., L.L.B.*, B.Sc.*, B.Sc. [Hons]*, M.A.,* M.Sc.*, Ph.D.*); diplomas (Nursing, Teaching), Grad Diplomas (Applied Psych., Applied Social Research, Education); associate diplomas (designed to provide advanced standing at the Canberra CAE); first year of B.Engineering program at Darling Downs Institute of Advanced Education; technician, other associate diplomas (Ceramics, Child Care Studies, Theatre Arts, Fashion Technology, Library Practice, Music Teaching), and higher certificate courses.

Notre Dame, University of. See "University of Notre Dame."

Orange Agricultural College. Effective 1/1/90, amalgamated with University of New England.

Phillip Institute of Technology. Effective mid-1990, will amalgamate with La Trobe University.

Prides Business College. See "Australian Business Colleges."

Queensland Agricultural College. The zip code should be 4345 (not 4343, as listed in the 1983 volume). Amalgamated with the University of Queensland effective January 1, 1989 or 1990.

Queensland Conservatorium of Music. From mid-1990 will be part of the Queensland University of Technology. The city of mailing address should be Brisbane, North Quay, not simply North Quay.

Queensland English Language Centre, Brisbane, Queensland. See "Lorraine Martin, The."

Queensland Institute of Technology. Effective January 1, 1989, became Queensland University of Technology.

Queensland University of Technology. Established January 1, 1989. From mid-1990 will incorporate Brisbane CAE (Kedron Park, Kelvin Grove, and Caseldine campuses) and Queensland Conservatorium of Music. Formerly the Queensland Institute of Technology. The zip code should be 4001 (not 4000, as listed in the 1983 volume).

Riverina-Murray Institute of Higher Education. PO Box 588, Wagga Wagga, New South Wales, 2650. This institution was an amalgamation of an institution in Victoria (Murray) with one in New South Wales (Riverina CAE). It received federal approval. Enrollment (1988): 6500. Faculty (1988): 310. Library: 180,000 vols. In 1989 formed the Charles Sturt University (see entry for that institution).

Roseworthy Agrigultural College. Effective 1991, proposed amalgamation with the University of Adelaide.

Royal Melbourne Institute of Technology (RMIT). Likely to become a university of technology. See "Victoria University of Technology."

St. George Institute of Education (of Sydney CAE). Effective 1/1/90, amalgamated with the University of New South Wales.

Signadou College of Education. See "Australian Catholic Institute of Higher Education."

South Australian College(s) of Advanced Education/SACAE. This is the 1990 proposed plan for the various campuses of SACAE: SACAE (Sturt campus) will become part of Flinders University; SACAE (Magill, Salisbury, Underdale campuses) will become part of South Australian Institute of Technology; and SACAE (city campus) will become part of University of Adelaide.

South Australian Institute of Technology/SAIT. The South Australian government so far has not agreed to change the status of SAIT to university level.

Swinburne Institute of Technology/ Swinburne Ltd. POB 218, Hawthorn, Victoria 3122. Tel: 819-8911. Estab. 1908. Present name adopted 1982. Two divisions—Swinburne Institute of

Technology (enrollment: 6001; faculty: 297); and Swinburne College of TAFE (enrollment: 4408; faculty: 154). Library: 203,000 vols. From mid-1990 will become part of La Trobe University.

Sydney College of the Arts of the NSW Institute of the Arts. Effective 1/1/90, amalgamated with the University of Sydney.

Sydney College of Chiropractic. Scheduled for amalgamation with Macquarie University in 1991.

Sydney Institute of Education (including the Institute of Nursing Studies and the Guild Centre of Sydney CAE). Effective 1/1/90, amalgamated with the University of Sydney.

TAFE (Technical and Further Education) colleges. The following TAFE colleges provide advanced (higher) education courses (this is not an inclusive list): In New South Wales—Argyle College of TAFE, Bathurst College of TAFE, Hamilton College of TAFE, Kurri Kurri College of TAFE, Ryde College of TAFE, Sydney Technical College, Wollongong College of TAFE; Queensland—Kangaroo Point College of TAFE, Mackay College of TAFE, Queensland College of Art, Technical Correspondence School, Townsville College of TAFE; Northern Territory—Batchelor College. (Others may also offer advanced/higher education courses. See also the section of this monograph on Technical and Further Education, and the institutional list in the 1983 WES volume.)

Tasman University. In 1987, this non-profit making, private institution announced plans for students in Melbourne and Auckland to study courses. As of March 1990, there has been no further information regarding this institution which apparently has foundered.

Tasmania(n) State Institute of Technology. POB 1214, Launceston, Tasmania 7250. Tel: 003 26 0201. Established 1968. Enrollment: 2756. Faculty: 175. Library: 112,000 vols. From mid-1990 scheduled to become part of the University of Tasmania.

University College of Central Queensland, Rockhampton, Queensland, 4001. From January 1, 1990, Capricornia Institute of Advanced Education was renamed; research and graduate work will be sponsored by the University of Queensland.

University College of Southern Queensland, Post Office Darling Heights, Toowoomba, Queensland, 4350. From January 1, 1990, Darling Downs Institute of Advanced Education was renamed; research and graduate work will be sponsored by the University of Queensland.

University College of Darwin and the Darwin Institute of Technology amalgamated to form the University College of the Northern Territory.

University College of the Northern Territory, GPO Box 1341, Darwin, Northern Territory 5794, Aust. Tel: 089 462211. Formed in late 1985 by the amalgamation of Darwin Institute of Technology and the University College of Darwin. Began teaching in February 1987. Made arrangements with the University of Queensland to follow its curriculum at least until 1991. Until then, University of Queensland monitors teaching and assessment, and awards degrees endorsed to show they were obtained through enrollment at the University College. 1986 enrollment statistics:

	FT	PT	Ext.
Men	27	64	5
Women	44	154	15
Total	71	218	20

In 1989, became the Northern Territory University. (See listing for that institution.)

University of Canberra, PO Box 1, Belconnen, Australian Capital Territory, 2616. Formerly Canberra College of Advanced Education. As of January 1, 1990 became University of Canberra, under the sponsorship of Monash University.

University of Melbourne. Amalgamated with the Melbourne CAE effective January 1, 1989. From mid-1990 will also incorporate (amalgamate with) the Victorian College of Pharmacy, Hawthorn Institute of Education, Victorian College of the Arts, and Victorian College of Agriculture and Horticulture. Also has an association with Ballarat CAE.

University of Notre Dame, Australia. May be opened in 1992 as a new private university in Australia. It will be established under Western Australian legislation and plans to offer a full range of courses.

University of Technology, Sydney, PO Box 123, Broadway, New South Wales, 2007. Formerly known as the NSW Institute of Technology. See 1983 WES volume for information on the NSW Institute of Technology. Will amalgamate with Kuring-gai CAE and the Technical Studies Section of Sydney CAE which is to be disbanded.

University of Western Sydney, PO Box 1000, St. Marys, New South Wales, 2007. Established January 1, 1989, as a federated network university of three members: Hawkesbury Agricultural College, Macarthur Institute of Higher Education, and Nepean CAE. (Briefly considered for establishment as "Chifley University College.") This university stands alone; but has a formal academic relationship with the University of Sydney until 1994. Two campuses: Campbelltown and Milperra. Enrollment (1988): 2200. Faculty: 112. Library: 80,000 vols.

Victoria College. Current discussions center on the possibility of the Burwood, Rusden, and Toorak campuses becoming part of Monash University or Deakin University.

Victorian College of Agriculture and Horticulture, PO Box 317, East Melbourne, Victoria 3002, Aust. Tel: 03 651-7011. Recognized and approved by the state government. Established: 1983. Enrollment: 10,000. Faculty: 125. Library: 43,000 vols. Offers programs leading to TAFE certificates and awards, and to associate degrees and bachelor's degrees. In mid-1990, will amalgamate with University of Melbourne. See "University of Melbourne."

Victorian College of the Arts. In mid-1990, will amalgamate with the University of Melbourne.

Victorian College of Pharmacy. In mid-1990, will amalgamate with the University of Melbourne.

Victoria University of Technology. A new university. From mid-1990 will comprise Footscray Institute of Technology, Royal Melbourne Institute of Technology, and Western Institute of Technology.

Warrnambool Institute of Advanced Education. In mid-1990, amalgamated with Deakin University.

Western Australian International College is registered by the Overseas Student Office as a center that teaches preparatory English courses to overseas students. It does not offer courses at the tertiary level.

Western Institute [of Technology], PO Box 315, St. Albans, Victoria 3021, Aust. Tel: 365 2111. Established: 1987. From mid-1990, will be part of Victoria University of Technology. Admission: satisfactory completion of a Year 12 course of study approved by VCAB or a specific Year 12 program approved for entry. Or, satisfactory completion of a TAFE certificate, or the first year of an Advanced Certificate, or Post-Year 11 Associate Diploma program. Programs in: Applied Sciences, Arts, Business, Computing, Nursing.

Williams Business College. See "Australian Business Colleges."

Wodonga Institute of Tertiary Education, Box 963, Wodonga, Victoria 3690. Tel: (060) 56 1122. Established 1988. Recognized and approved by the state government. From mid-1990 will amalgamate with La Trobe University.

Yanchep Sun City branch of the Curtin University of Technology. The proposal for this branch did not materialize.

Sources:

deSousa, A. O., Academic Registrar, Curtin University of Technology, GPO Box U 1987, Perth, Western Australia 6001 [Letter].
Fairnie, Ian, Director, North American Office, Curtin University, Two Appletree Square, Suite 144, 8011 34th Avenue South, Minneapolis, MN 55425 [Commentary].
Guidelines for the National Registration of Awards. The Australian Council on Tertiary Awards, Australian Government Publishing Service, Canberra, 1989.
Hambly, F. S., Executive Director, Australian Vice-Chancellors' Committee, GPO Box 1142, Canberra, ACT 2601 [Letter].
Harmon, Grant, Professor and Head of the Department of Administrative and Higher Education Studies, The University of New England, Armidale, New South Wales 2351 [Letter].
Latimer, Rosemary, Executive Officer, Policy, Victorian Post-Secondary Education Commission, PO Box 346, Hawthorn, Victoria 3211 [Letter].
Porter, Douglas, Secretary and Registrar, University of Queensland, St. Lucia, Queensland 4067 [Letter].
Taylor, Ross, Academic Registrar, University of Western Sydney, Macarthur, New South Wales 2560 [Letter].

Bibliography

Higher Education, A Policy Discussion Paper, J. S. Dawkins, Minister for Employment, Education, and Training. December 1987. Australian Government Publishing Services, Canberra.
Higher Education, A Policy Statement, J. S. Dawkins, Minister for Employment, Education, and Training. July 1988. Australian Government Publishing Services, Canberra.

OTHER PROFESSIONAL PREPARATION AND QUALIFICATIONS

The information that follows includes additions and corrections to the list of Australian professional boards and associations which appeared the 1983 volume in Chapter 6: Other Professional Preparation and Qualifications.

Australian Business Education Council Ltd. (See "Australian Business Colleges" in the preceding section.)

Australian Institute of Export (Victorian Division), Industry House, 370 St. Kilda Road, Melbourne, Australia 3004.

Institute of Business Administration, 16 Atchison Street, St. Leonards, New South Wales 2065. Tel: (02) 439 1561. Holders of the ABEC Diploma of Business Administration qualify for membership.

Institute of Diesel Engineers of Australia. (No information to date.)

Library Association of America. Correction to p. 175 of the previous WES volume. Entry under "Membership Level" column should be "Associate" not "Member".

Caroline Aldrich-Langen
Office of Admissions and Records
California State University, Chico
Chico, CA 95929-0720
September, 1990